

The Economics of Sex, Drugs, and Crime 3150-001 Fall 2015

Instructor: [Dr. Anne Yeagle](#) Office: OSH 366 Office Hours: T&Th 10:40- 11:40 am and by appointment
Class time: T H 9:10-10:30 am Room Union 323 Phone#: 801-581-7481(Econ office at U)
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Course objectives The main objective of this class is to enable the student to use economic principles to explore: relationships (which sometimes involve sex), the supply and demand for drugs, and what is deemed a crime and who is labeled as a criminal. Behavioral economics looks at how psychological factors, such as **perception**, influence economic decisions. We will also be looking at the economic consequences of the choices people, societies, and government make regarding sex, drugs, and crime.

General requirements Completion of all tests and assignments on time and in the manner specified is required. It is extremely important to keep up on course reading. It is expected that you will come to each class prepared, that is, having read the assigned material. If you are not in class, please refer to the syllabus. If you take responsibility it will affect your class performance positively.

Regular attendance is also of the utmost importance. The purpose of this requirement is to insure that you get as much as possible from the course. All tests count. If you have reason to believe you will be unable to attend class regularly, it will be difficult to succeed in the class.

Some of the writings, lectures, films, or presentations in this course may include material that conflicts with core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

There are no prerequisites for this class. You need not have studied economics beforehand. All you need is an interest in the subject, a commitment to work to develop an understanding of the issues, and a commitment to debate and disagree in a principled way about some highly controversial topics.

Text and Readings

1. **The New Jim Crow** by Michelle Alexander 2010 978-1-59558-043-8 The New Press
2. **Opium Nation** by Fariba Nawa 2011 978-0-06-193470-4 Harper-Perennial
3. **It's Not You, It's the Dishes, Random House ISBN 978-0-385-34395-4** (it was originally published as **Spousonomics** by Szuchman and Anderson 2011 ISBN 978-0-385-34394-7 Random House) either one works.
4. **Note packet** for 3150--001 from bookstore

Grading Grades will be composed of tests, article presentations, presentation, book tests, and group grade.

1. **Attendance** $\frac{1}{4}$ point for being on time and $\frac{1}{4}$ for attending class each day, worth 15 points
2. **Article Assignment Darwin, Swift and Carnegie** worth 20 points
3. **Article Summary of Radical, Liberal and Conservative Ideologies** worth 20 points
4. Each **test** will be worth between approximately 10- 20 points each. All tests count –no tests dropped
5. Individual **article presentation**, worth 3 points.
6. **Group Outline** , worth 2 points
7. **Group Presentation**, worth 10 points.
8. **Group Paper**, worth 10 points
9. **Group evaluation grade**, worth 3 points.
10. If you **miss a student presentation**, you must complete a 3-pg makeup paper or lose 10 pts. See next page.
11. Attendance/participation for student group presentations 2 points. If arrive too late, then a 0.
12. If you are **late** (5-7 min) for another groups' presentation, I will record a 0 on CANVAS. You can make up these points by bringing a small treat for the class on a movie day in retribution for disturbing the class.
13. **Assignment interviews for It's Not You , It's the Dishes (Spousonomics)** 5 points each
14. **Documentary** points will vary with length 1-2 pts

Grades

100%-93	A	82-80	B-	69-67	D+
92-90	A-	79-77	C+	66-63	D
89-87	B+	76-73	C	62-60	D-
86-83	B	72-70	C-	59-0	F

SCHEDULE

August 25 T

Go through the syllabus
Questionnaire and “ I Expect”,
Handout *Professors Who See No Evil*

Read *Professors Who See No Evil*

Start reading **Carnegie, Darwin and Swift (all articles are on E reserve and CANVAS)**

Andrew Carnegie *The Gospel of Wealth*

Charles Darwin *The Origin of Species Chapter IV Natural Selection or the Survival of the Fittest*

Jonathan Swift *A Modest Proposal*

August 27 H

Discuss *Professors Who See No Evil*
Get 2 student article presentations for next class
Discuss Carnegie, Darwin and Swift assignment.
Start *12 Angry Men* (96 min total)

Due next class:

Assignment on Carnegie, Darwin and Swift

Pick a seat next class that you will sit in for the rest of the semester.

September 1 T

Assignment Due on Carnegie, Darwin and Swift.

Pick a seat for the semester. Create seating chart.

2 student articles

Discuss assignment.

Finish *12 Angry Men*

Read for next class: *Alternative Econ Phil* and *Contemporary American Capitalism and Its Radical Critics* in preparation for discussion

September 3 H

Discuss **Ideologies** using articles *Alternative Economic Philosophies* and *Contemporary American Capitalism and Its Radical Critics*

Start to discuss Economic Terms, Supply and Demand, Keynes, Marx and Smith

3 student articles

Assign groups and topics

September 8 T

3 student article presentations.

Finish Economic Terms, Supply and Demand, Keynes, Marx and Smith

Assign remaining article presentations.

Study for Test on Carnegie, Swift, Darwin, Smith, Marx, Keynes and Econ terms
Meet at library next class! Room MLIB 1120

September 10 H

Meet at Library Room **MLIB 1120!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!** For **Library Research Instruction**

Test on Carnegie, Swift, Darwin, Smith, Marx, Keynes and Econ terms

Library Research Instruction

Read up through chapter 4 in *Opium Nation*. There are study guide questions in the packet.

September 15 T

Discuss *Opium Nation*.

3 student article presentations

Watch documentary *Opium Brides* in class <http://www.pbs.org/wgbh/pages/frontline/opium-brides/>.

Read for next class:

Chapters 5-8 *Opium Nation*

Read article *Have We Lost the War on Drugs?*—e-reserve and CANVAS—study guide is in the notes packet

September 17 H

Presentation The Economics of Drug Legalization

1 article presentation

Discuss *Opium Nation* 5-8

Discuss article *Have We Lost the War on Drugs?*

Read for next class *Opium Nation* Chapters 9-12.

September 22 T

Presentation The Externalities of War

3 article presentations

Discuss *Opium Nation* Chapters 9-12.

Due next class: Study for Test *Opium Nation* Chapters 1-6 and *Have We Lost the War on Drugs*

September 24 H

Test on *Opium Nation* Chapters 1-12(you can have the book with you for the test) and ***Have We Lost the War on Drugs***

Start doc *The House I Live In* (109 min total) worksheet in packet

Due next class: Read *Opium Nation* Chapter 13-Epilogue.

September 29 T

Presentation The Economics of Child Slavery

3 article presentations

Discuss *Opium Nation* Chapter 13-Epilogue.

Study for next class: Test *Opium Nation* Chapters 13-Epilogue

October 1 H

Test on *Opium Nation* Chapters 13-epilogue—you can have the book with you.
Continue doc The House I Live In

Read for next class:

Intro and Chapter 1-- in *The New Jim Crow* There are study guide questions in the packet.

October 6 T

1 student article presentations
finish doc *The House I Live In* turn in worksheet
Discuss Intro and Chapter 1 *The New Jim Crow*

Read for next class: Chapters 2-3-- in *The New Jim Crow*

October 8 H

Discuss Chapters 2-3 *The New Jim Crow*
4 article presentations

Study for test Intro through Chapter 3 *The New Jim Crow*

Fall Break Yippee!

October 20 T

Test on the *New Jim Crow* Intro through Chapter 3---Can have the book with you
Start Doc *Slavery by Another Name* (total time 90 min)

Read for next class: Chapter 4 *The New Jim Crow*

October 22 H

Presentation **The Economic and Societal Costs of the Death Penalty**
2 student articles
Discuss Chapter 4 *The New Jim Crow*

Read for next class: Chapters 5- 6 *The New Jim Crow*

October 27 T

Presentation **The Economics of Prison Privatization**
Discuss Chapters 5- 6 *The New Jim Crow*

Study for test : *The New Jim Crow* Chapters 4-6

October 29 H

Test on *The New Jim Crow* Chapters 4-6—can have the book with you.
Finish Doc *Slavery by Another Name* Turn in worksheet today

Start Reading It's Not You, It's the Dishes / Spousonomics

November 3 T

A Class Divided Doc

Discuss *Spousonomics* Intro

3 student articles

Assignment: Intro-Ch 2 Spousonomics

November 5 H

Discuss Spousonomics Chapters 1- 2

The Paradox of Choice TED Talk Barry Schwartz

3 student articles

Due next class: Interviews due next class on Intro, Chapters 1 and 2

November 10 T

Presentation Economic Cost of Divorce and Benefits of Marriage

Assignment Due Interview Chapters 1 -2 *Spousonomics-- discuss*

3 student articles

Read for next class: Chapters 3-4 Spousonomics

November 12 H

Presentation Societal Costs of Pornography

Discuss Chapters 3 -4 *Spousonomics*

3 student articles

Due next class: Interviews Chapters 3- 4 Spousonomics

November 17 T

Presentation Domestic Violence

Assignment Due Ch 3-4 Spousonomics-- Discuss

3 student article presentations

Read for next class: Chapters 5-6 Spousonomics

November 19 H

Discuss Chapters 5-6 *Spousonomics*

TED talk http://www.ted.com/talks/laura_trice_suggests_we_all_say_thank_you

Practical Wisdom TED Talk Barry Schwartz

Due next class: Interviews Chapters 5-6

November 24 T

Presentation The Marketing of Sex and Love

Interviews Due Chapters 5-6--- discuss

Study for test Chapters 1-6

Dec 1 T

Test Spousonomics Intro- Chapter 6—can have the book with you.

Discuss Chapters 7-8 terms

Due next class: Interviews Chapters 7-8 Spousonomics

Dec 3 H

Assignment due Chapter 7-8 and discuss

Discuss Chapters 9-10 terms

Start Movie

Study for test Chapters 7-10 Spousonomics

Dec 8 T

Test Spousonomics Chapters 7-10--can have the book with you.

Interviews due Chapter 9-10

Continue Movie

Study for test: Review class material and relate to the movie

Dec 10 H

Finish Movie (this is the final day to bring a treat for the class to make up for arriving late to a group presentation)

Final review Test

---this is our last class

Remember there is no final for this class.

I hope to stay on this schedule. However, the student is responsible for any announced changes.

If I am Late to class(for some strange reason☺) ----- please wait for 20 minutes

Americans With Disabilities Act Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Explanation of Assignments, Tests, etc.

Darwin Carnegie and Swift Assignment worth 20 points due September 1—see assignment sheet in packet

Tests will be composed mostly of essay type questions and some multiple choice. Questions/rebuttals to test questions/answers need to be in written form and submitted no later than one week after tests are handed back. Old test questions/rebuttals will not be entertained

Absence on test days: One time only! If you know you will be unable to attend a class period on which a test takes place, you will need to submit a written request in advance to me (one time max). If you do not make prior such arrangements, tests taken late may earn only 50% of the full grade points (unless absence is verified by doctor or police report). If you do not contact me by the next class, no makeup tests will be given. Please talk to me as soon as possible if you miss a test

Book Tests We will be reading 3 books: The New Jim Crow, Opium Nation and It's Not You, It's the Dishes (Spousonomics). We will discuss the books in class. You can have the book with you during the test. Approximately half of each book will be tested on at a time.

Article Presentation You will be assigned a date on which you will bring in a current article (newspaper, magazine, internet news) that pertains to the subject we are currently studying. You must relate it to the economic topics we are discussing. You will summarize the article for the class in a 2-3 minute presentation and be prepared to comment on the subject. A typed written outline will also need to be turned in at this time. Worth 3 points

Couple Interviews for It's Not You It's the Dishes 5 points each. Questions are in the packet.

Group Outline, Presentation and Paper Please refer to the *Guidelines* page (the outline is due at least one week prior to your presentation and the paper is due the same day as your presentation)

Group grade After your group has presented, please fill out the evaluation sheet found in the back of your notes packet. Grade each person in your group as well as yourself based on responsibility and effort towards the group.

Presentation Quizzes The student audience will be asked to take a written quiz or participate in the group presentations which will be worth 2 points for each presentation. Also, if I believe that a student in the audience is not paying attention during a presentation, they will not receive the 2 points possible and may need to write a makeup paper.

Absence on presentation days. If you **miss a presentation (this means 25% or more)**, you must complete a 3 page report, single spaced, using at least three sources, of which one must be a journal, exploring the topic you missed. The paper will be graded on a 0-10 point scale. If you fail to do so your grade will be docked 10 points. You can make up only one missed presentation. The makeup paper is due one week after the missed debate.

Class structure. Tests will be given at the beginning of class. If you come to class late, you will not be given extra time. Presentations will also be start at the beginning of class. Please be respectful.

Electronic Devices No electronic devices, such as computers, headphones or cellphones are allowed to be used in the classroom. Computer use is very distracting to other students. If you have special needs for taking notes, you will need to speak to me.

Below is a course reserve "How to Guide" for students. It provides a walkthrough that will explain searching courses, filtering courses and finally how to access copyrighted material from off campus.

http://campusguides.lib.utah.edu/course_reserves_guide

Research Paper Outline and Presentation Guidelines

Each group of students will be assigned a topic (same as the paper topic) to construct a presentation that will be given to the class as scheduled on the syllabus.

You are required to prepare a group **Power Point or Prezi presentation.**

(Your presentation is evaluated on content, organization, and clarity as outlined below.)

The **Presentation** should be a total of 20-25 minutes (about 5 minutes per person and then 5 minutes for the quiz or class participation activity)

You will lose points if you go over your individual time of 5 minutes.

******You need to start on time—please Do a Test run with your computer beforehand to see that it works!*******

I have the PC cord, MAC adaptor and sound cords with me usually. Please confirm with me that you need these items beforehand. You can also check out any cords you may need at the library for free.

You may consider covering the following sections (the appropriateness will vary with the topic):

Background/ History

Objective/ The problem/ The issue

Data

Conclusion/ Policy Recommendation

References

Outline

One week before your scheduled presentation please hand in an outline of what you are planning to present to the class. Include the above information if applicable. If I ask you to revise your outline, points will be given after the revised outline is complete. The outline is worth 2 points for each student.

Sources Your sources need to be academic in nature. You are required to have at least 3 sources from scholarly journals which can be found through the library or other sources such as scholar.google

Classmate quiz Either during or after your presentation, please prepare a written quiz or participation exercise for your audience. It is up to the discretion of the presenters as to what this requirement entails. It should be worth 2 points for the student audience. I encourage creativity here ☺. It is also worth 2 points for you as well so please put some effort into engaging your audience. **This is the most important part of public speaking.**

Grading

During the presentation, I will grade each student based on the evaluation guidelines listed below. The presentation grade is worth 10 points for each individual student.

Evaluation Guidelines for Presentations

1. Topic/ Problem stated clearly.	0	1		
2. Quality of information/data	0	1		
3. Policy or learning objective clearly stated.	0	1		
4. Visual presentation of information/ neatness/ effectiveness	0	1		
5. Your individual participation	0	1	2	3
6. Keeping within the time limit and starting on time	0	1		
7. (Preparing/conducting) Student audience assignment/quiz	0	1	2	

Total (10 possible) _____

Research Paper Guidelines

There will be **4-5 people** in each group.

Each group of students is required to write a **5 page paper** on the subject your group is presenting to the class. If your group paper is longer than 5 pages it will be penalized.

Form Single spaced with a 12 pt font.

Sources

The final paper should use at least **5 different reputable sources** (3 of which need to be journal articles) to be cited either with footnotes or include a bibliography.

The paper is worth 10 points for each student.

There will be one paper turned in for each group.

Papers are due the day of your group presentation.

Late papers will not be accepted.

Since there are 4-5 people in each group, the group should decide as to how to divide the topic into research/work components. These components should form a coherent whole as reflected in your paper as well as your class presentation. Your analysis should be economic in nature. Depending on the topic some papers may concentrate on "the numbers" more than others.

If your group has additional ideas, please bring them forward. My wish is that the topic you are assigned is a topic that interests you and something you would like to learn more about.

Plagiarism

Definition: *In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.*

Most current discussions of plagiarism fail to distinguish between:

1. submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and
2. carelessly or inadequately citing ideas and words borrowed from another source.

paperater.com is a useful tool to check your paper before you turn it in.

www.writingcenter.utah.edu is where you can make online appointments m-f 10-7 for help at the library writing center here on campus.

Study Focus When you complete this lesson you will have been exposed to differing views about inequality, discrimination, and wealth. You will be able to explain Carnegie and Swift's prescriptions for the best way to reduce inequality and discrimination and gain a deeper understanding of Natural Selection and how it differs from Social Darwinism.

Resources and Commentary (all articles are on e-reserve)

Charles Darwin (1809-1882) was an English naturalist who developed the theory of Natural Selection. Article Title *Natural Selection or Survival of the Fittest*

Jonathan Swift (1667-1745) was an Irish-born satirist. Satire is a style of writing in which people and their actions are critiqued by being made to look ridiculous. Swift, in *A Modest Proposal*, uses exaggeration and absurdity to make his social critique. Swift's best known satire is *Gulliver's Travels*, which, like *A Modest Proposal*, concerns leading political issues of its day. Article Title *A Modest Proposal*

Andrew Carnegie (1835-1919) was a Scottish-born American industrialist. Although he came from a poor family, Carnegie eventually became the owner of one of the largest steel companies in the world. After selling his company in his old age, he became a philanthropist, giving great sums of money to libraries, education, and science. Article Title *The Gospel of Wealth*

Assignment

1. Briefly summarize the ideas that each article by Darwin, Swift, and Carnegie attempt to convey. Make sure to include what Swift's actual proposals are to solve the problem. (9 points)
2. Then discuss similarities and differences among the articles. (5 points)
3. "Social Darwinists" believe that those who are unable or unwilling to fend for themselves should be viewed as unfit and thus not be aided, or even encouraged to live, while those that are wealthy and able are deemed fit and worthy. (Remember that Darwin was not a Social Darwinist) How would one argue that 'natural selection' applies to economic classes of people? (3 points)
4. How would one argue against the Social Darwinist view? (You can use others and/or your view here) (3 points)

Form If you turn in a paper you will receive written comments on return. If you turn in by Email you will get confirmation and grade on CANVAS "grades".

Format 3 pages

Each question should be answered clearly, completely, and concisely using proper structure and punctuation.

Assignments must be typed and 1-1½ spaced