

**Bachelor of Science in Economics
Learning Outcomes Assessment Plan for 2012-2013**

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Bachelor of Science in Economics

Mission

The Economics Major provides an interdisciplinary approach to student comprehension and analysis of Economic Issues. The curriculum builds student communication skills to improve their effectiveness in the workforce. The major develops students into informed and ethical contributors to global society.

Learning Goals of the Major

Graduates in Economics will be able to:

Goal 1: Identify and Describe Economic Issues including, but not limited to: justice, the law, crime, the causes and effects of fraud, sustainability and administration.

Objective 1: at least 50% of students score in the “Excellent” range for Goal 1 in the ECO 405 In-Class Essay

Objective 2: Fewer than 10% of the terms/concepts on the A & B Knowledge Survey are determined to be significantly less well understood than the rest of the terms/concept.

Goal 2: Analyze Economic Information by separating it into its constituent parts, carefully examining them so as to identify causes, relationships and possible results.

Objective 1: at least 60% of students score in the “Excellent” range for Goal 2 in the ECO 405 In-Class Essay

Objective 2: ECO 225 assessment objective to be determined by the instructor

Goal 3: Demonstrate an understanding of alternative theoretical perspectives.

Objective 1: at least 30% of students score in the “Excellent” or “Good” range for Goal 3 in the ECO 405 In-Class Essay

Objective 2: ECO 225 assessment objective to be determined by the instructor

Objective 3: ECO 220 assessment objective to be determined by the instructor

Goal 4: Propose ethical and logically consistent remedies/policies for economic problems.

Objective 1: at least 50% of students score in the “Excellent” range for Goal 4 in the ECO 405 In-Class Essay

Objective 2: ECO 220 assessment objective to be determined by the instructor

Goal 5: Communicate Effectively to a variety of audiences by means of oral presentation, written documents and quantitative graphs, charts and tables.

Objective 1: at least 40% of students score in the “Excellent” range for Goal 5 in the ECO 405 In-Class Essay

Objective 2: at least 40% of students score in the “Excellent” range in the grading rubric for the Fall 2011 Paper Assessment of Written Communication for ECO 315.

Summary of 2012-2013 Assessment Plan

The results of previous Knowledge Surveys and In-Class Essays were used as benchmarks to construct the 2012-2013 objectives. The objectives have been raised for all objectives met in the previous year assessment.

The 2012-2013 Learning Outcomes Assessment will continue with Knowledge Surveys and In-Class Essay assessments. There will be no changes to the surveys for both Specializations A & B and Specialization C. Specialization C has a distinct set of knowledge objectives and so has its own knowledge survey. The surveys are indirect assessments of the knowledge objectives in Goal #1. Students identify the terms and concepts that they feel they are able to explain to others. The survey identifies areas of weakness and strength in the instruction of these terms and concepts. The knowledge surveys are administered in all Capstone courses.

The In-Class Essay in ECO 405 will use the same instructions as the previous administrations in Spring 2011 and Spring 2012, with a new article and a grading rubric specific to the new article. The In-Class Essay is a direct assessment of all five goals. The article and article-specific rubric will be chosen and developed by the instructor for the capstone course.

In the Fall 2012 semester the program will continue assessment of Goal 5 to be administered in ECO 315: *Economic Analysis of Crime*. ECO 315 is the required 300 level course for Specializations A & B and as such it makes for an ideal course to measure student performance on Goal 5: Communicate Effectively. In the 2011-2012 assessment a term paper was evaluated for written communication performance. In 2012-2012 a shorter take home essay will be evaluated.

The faculty will develop assessment of Goal #4: *Recommend Solutions* in ECO 220: *Macroeconomics*. The faculty will develop assessment of Goal #2: *Analysis of Economic Information* in ECO 225: *Microeconomics*. In both Eco 220 and Eco 225 faculty will develop assessment of Goal #3: *Demonstrate an understanding of alternative theoretical perspectives*. Since this will be the first administration of these assessments, there are no benchmarks to set numerical objectives. The results from this year will be used to make numerical objectives in future years.

As a result of past assessment the faculty have proposed a revision of the major to drop Specialization B: *Investigation of Economic Crime* and introduce increase the required economics courses for Specialization A. The faculty will develop a long term assessment plan for the revised curriculum. One result of the revision is a new course as the required 300 level course. As the revisions take effect ECO 310: *Economics in Historical Perspectives* will replace ECO 315 in the assessment.

Assessment Time Line for 2012 through 2015

Goal	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Identify and Describe Economic Issues	B	B	A B C	B	A B C	A B C	A B C	A B C	A B C	A B C	A B C
Analyze Economic Information			C		C	C F	C	C F	C	C F	C
Demonstrate Diversity of Thought			C		C	C	C E	C	C E	C F	C E
Recommend Solutions			C		C	C	C E	C	C E	C	C E
Communicate Effectively			C	D	C	C D	C D	C D	C D	C D	C D

Key

A Indirect assessment in Knowledge Survey in ECO 405

B Indirect assessment in Knowledge Survey in ACC 410

C Direct assessment in Capstone Essay in ECO 405

D Direct assessment in required 300 level courses (ECO 315 or ECO 310)

E Direct assessment in required ECO 220

F Direct assessment in required ECO 225

Bachelor of Science in Economics Curriculum Map

Mission Statement

The Economics Major provides an interdisciplinary approach to student comprehension and analysis of Economic Issues.

The curriculum builds student analytical and communication skills to improve their effectiveness in the workforce.

The major prepares students to be informed and ethical contributors at all layers of society from their individual actions to global concerns.

	Identify and Describe Economic Issues	Analyze Economic Information	Demonstrate Diversity of Thought	Recommend Solutions	Communicate Effectively
	Identify and Describe Economic Issues including, but not limited to: justice, the law, crime, the causes and effects of fraud, sustainability and administration.	Analyze Economic information by separating it into its constituent parts, carefully examining them so as to identify causes, relationships and possible results.	Demonstrate an understanding of alternative theoretical perspectives.	Propose ethical and logically consistent remedies/policies for economic problems.	Communicate Effectively to a variety of audiences by means of oral presentation, written documents and quantitative graphs, charts and tables.
Courses	Course Learning Objectives	Course Learning Objectives	Course Learning Objectives	Course Learning Objectives	Course Learning Objectives
ECO 101 Principles of Economics	Identify main concepts and processes in economics such as how markets work, consumer behavior, economic cost analysis, determination of prices, market structures, business behavior, business cycle, money creation, banking, economic stabilization policy, taxation, international trade and sustainable development.	Distinguish the differences between information and data from various Internet domains (.com, .org, .edu, .net).	Identify, describe and give examples of Neoclassical and Keynesian economics.	Recognize the role of economics in creating a sustainable global society.	Write complete paragraphs describing economic issues.

	Identify and Describe Economic Issues	Analyze Economic Information	Demonstrate Diversity of Thought	Recommend Solutions	Communicate Effectively
ECO 220* Macroeconomics	Acquire a comprehensive knowledge of the macroeconomy including the effects of macroeconomic policies. Acquisition information via federal agencies, international organizations and secondary sources.	Use data bases, the Internet, journals, libraries, and current reports on: banking inflation, national output, and crime statistics to foster individual critical thinking of economic indicators and crime. Analyze information from federal agencies, international organizations and secondary sources.	Identify, describe and give examples of neoclassical, Marxian and Austrian approaches to understanding the economy.	Recognize the importance of national interdependence and the global consequences of macroeconomic policies.	Undertake research and writing projects in APA style to be conversant with research and a style of writing. Develop collaborative skills by working in groups.
Eco 225* Microeconomics	Define the positive and negative roles of government intervention in the allocation of goods and services include an understanding of public goods, externalities and market concentration.	Explain market mechanisms such as individual decision making, theory of business firms, supply, demand, markets, general equilibrium of market systems, externalities, public goods, imperfect competition, government intervention, illegal behavior and selected special topics. Interpret graphs of economic data.			Producing graphs of economic data.

	Identify and Describe Economic Issues	Analyze Economic Information	Demonstrate Diversity of Thought	Recommend Solutions	Communicate Effectively
ACC 250 Introduction to Accounting	Describe the accounting cycle and basic accounts: revenues, expenses, assets, liabilities and equity.	Analyze basic financial statements to determine the fiscal viability of an organization.			Prepare basic financial statements.
ACC 307 Forensic Accounting I	Identify fraudulent activities including: Cash Larceny, Skimming, Billing Schemes, Check Tampering, Payroll Schemes, Expense Reimbursement, Register Disbursement, Noncash Assets, Corruption and Fraudulent Financial Statements.			Place forensic accounting into the larger context of ethical business and organizational activities.	Apply proper interviewing techniques, investigation procedures and evidence maintenance, including the following elements: Chain of Custody, Marking of evidence, Organization of documentary evidence, Coordination of evidence and Rules concerning original versus copies of documents.

	Identify and Describe Economic Issues	Analyze Economic Information	Demonstrate Diversity of Thought	Recommend Solutions	Communicate Effectively
Eco 315 Economic Analysis of Crime	Explain the economic theory of crime, urban dimensions of crime, the financial and social costs of crime and imprisonment.	Criticize the economic theory of crime Find and analyze economic and crime data.			Prepare reports of their data analysis and oral summaries of their findings.
	Identify and Describe Economic Issues	Analyze Economic Information	Demonstrate Diversity of Thought	Recommend Solutions	Communicate Effectively
ECO 405* Economic Capstone	Choose wisely among several topics for in depth research.	Employ analytical and quantitative skills to research topics on economics and crime.	Demonstrate through application, mainstream and heterodox approaches to economic problems dealing with the Criminal Justice System.	Lead detailed discussions of economic topics.	Report following the style usually produced by non-profit organizations such as the various UN agencies. Demonstrate professional presentation skills: production of clear visual aids, clear oral summaries, and responsiveness to questions.

Fall 2011 and Spring 2012 Specialization C Knowledge Survey



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
OF CRIMINAL JUSTICE

Department of Economics

445 West 59th Street

New York, NY 10019

Forensic Financial Analysis
Knowledge Assessment Survey

Dear Economics Major:

Congratulations! You have completed (or are about to complete) the requirements of majoring in Economics with a specialization in Forensic Financial Analysis. We would like to take this opportunity to learn your perceptions of how well, academically, we have prepared you for careers in the Forensic Accounting and Fraud Examination professions. Your input will help us focus our attention to the areas we can improve upon. To answer the following questions, please think of all the forensic accounting concepts and skills you have learned. The knowledge you have acquired could be the result of courses you have taken or other experiences you have gained during work, internships or other educational experiences.

During your coursework, you have been exposed to several analytical skills and extensive knowledge of forensic accounting concepts. Please rate your understanding of the topics described below on the following scale:

1 = Understood Poorly to 5 = Understood Very Well scale. Please indicate N/A if you have not covered the topic.

A. Auditing

	Understood					Understood	
	Poorly					Very Well	
1. General Standards and Field Work Standards.....	1	2	3	4	5	N/A	
2. Audit Risk (Inherent Risk, Control Risk and Detection	1	2	3	4	5	N/A	

3. Internal Control – Cash Receipts Cycle.....	1	2	3	4	5	N/A
4. Internal Control – Cash Disbursement Cycle.....	1	2	3	4	5	N/A
5. Internal Control – Payroll and Other Cycles.....	1	2	3	4	5	N/A
6. Evidence – Sufficiency of Evidential Matter.....	1	2	3	4	5	N/A
7. Evidence – Methods of Gathering Evidential	1	2	3	4	5	N/A
8. Evidence – Preparation of	1	2	3	4	5	N/A
9. Reports – Standard, Qualified, Adverse, and Disclaimer	1	2	3	4	5	N/A
10. Reports – Other Modifications	1	2	3	4	5	N/A
11. Special Reports	1	2	3	4	5	N/A
12. Reviews and Compilations	1	2	3	4	5	N/A
13. Audit Sampling	1	2	3	4	5	N/A
14. Governmental Audits	1	2	3	4	5	N/A

B. Financial Transactions and Fraud Schemes

	Understood Poorly			Understood Very Well		
1. Basis Accounting Concepts	1	2	3	4	5	N/A
2. Management’s and Auditor’s Responsibilities	1	2	3	4	5	N/A
3. Financial Statement Schemes	1	2	3	4	5	N/A
4. Asset Misappropriation	1	2	3	4	5	N/A
5. Bribery and Corruption	1	2	3	4	5	N/A
6. Theft of Intellectual Property	1	2	3	4	5	N/A
7. Financial Institution Fraud	1	2	3	4	5	N/A
8. Check and Credit Card	1	2	3	4	5	N/A
9. Insurance Fraud	1	2	3	4	5	N/A
10. Health Care Fraud	1	2	3	4	5	N/A
11. Bankruptcy Fraud	1	2	3	4	5	N/A
12. Tax Fraud	1	2	3	4	5	N/A
13. Securities Fraud	1	2	3	4	5	N/A
14. Money Laundering	1	2	3	4	5	N/A
15. Consumer Fraud	1	2	3	4	5	N/A
16. Computer and Internet Fraud	1	2	3	4	5	N/A
17. Public Sector Fraud	1	2	3	4	5	N/A
18. Contract and Procurement Fraud	1	2	3	4	5	N/A

19. Cash Theft	1	2	3	4	5	N/A
20. Fraudulent Disbursements	1	2	3	4	5	N/A
21. Inventory and Other Assets	1	2	3	4	5	N/A

C. Criminology and Ethics

	Understood Poorly			Understood Very Well		
1. Understanding Human Behavior	1	2	3	4	5	N/A
2. Theories of Crime Causation	1	2	3	4	5	N/A
3. White-Collar Crime	1	2	3	4	5	N/A
4. Organizational Crime	1	2	3	4	5	N/A
5. Occupational Crime	1	2	3	4	5	N/A
6. Responsibility for Fraud Prevention	1	2	3	4	5	N/A
7. Corporate Sentencing Guidelines	1	2	3	4	5	N/A
8. Fraud Prevention Policy	1	2	3	4	5	N/A
9. Punishment	1	2	3	4	5	N/A
10. Criminal Justice System	1	2	3	4	5	N/A
11. Ethics for Fraud Examiners	1	2	3	4	5	N/A
12. ACFE Code of Ethics	1	2	3	4	5	N/A

D. Legal Elements

	Understood Poorly			Understood Very Well		
1. Overview of the U.S. Legal System	1	2	3	4	5	N/A
2. Law Related to Fraud	1	2	3	4	5	N/A
3. Criminal Prosecutions for Fraud	1	2	3	4	5	N/A
4. Civil Justice System	1	2	3	4	5	N/A
5. Individual Rights During Examinations	1	2	3	4	5	N/A
6. Basic Principles of Evidence	1	2	3	4	5	N/A

7. Legal Rights of Employees	1	2	3	4	5	N/A
8. Searches	1	2	3	4	5	N/A
9. Testifying as an Expert Witness	1	2	3	4	5	N/A
10. Federal Rules	1	2	3	4	5	N/A

E. Investigation

	Understood Poorly			Understood Very Well		
1. Analyzing Documents	1	2	3	4	5	N/A
2. Covert Operations	1	2	3	4	5	N/A
3. Sources of Information	1	2	3	4	5	N/A
4. Accessing Information On-Line	1	2	3	4	5	N/A
5. Data Analysis and Reporting Tools	1	2	3	4	5	N/A
6. Computer Forensics	1	2	3	4	5	N/A
7. Tracing Illicit Transactions	1	2	3	4	5	N/A
8. Written Reports	1	2	3	4	5	N/A
9. Interview Theory and Application	1	2	3	4	5	N/A
10. Interviewing Suspects and Signed Statements	1	2	3	4	5	N/A

F. Valuation

	Understood			Understood		
	Poorly			Very Well		
1. Use of Excel and Quantitative Functions	1	2	3	4	5	N/A
2. Essence of Economic Damages is Litigation	1	2	3	4	5	N/A
3. Financial Statements and Ratio Analysis	1	2	3	4	5	N/A
4. Valuation Methods – Income-Based Approach	1	2	3	4	5	N/A
5. Valuation Methods – Asset-Based Approach	1	2	3	4	5	N/A
6. Valuation Methods – Market Value Approach	1	2	3	4	5	N/A
7. Time Value of Money	1	2	3	4	5	N/A
8. Stock and Bond Valuation	1	2	3	4	5	N/A
9. Quantitative Methods	1	2	3	4	5	N/A
10. Business Valuation Standards	1	2	3	4	5	N/A
11. Business Valuation Reports	1	2	3	4	5	N/A

G. Your Demographic Profile

Graduation Semester: Fall Spring **Year:** _____

Class Rank: Junior Senior Graduated

Gender: Male Female

Major Course GPA: Less than 2.5 2.5-3.0 3.0-3.5 More than 3.5

Please check all courses you have completed:

ACC 250 Introduction to Accounting ECO 101 Principles of Economics

ACC 251 Management Accounting ECO 220 Macroeconomics

ACC 307 Forensic Accounting I

ECO 225 Microeconomics

ACC 308 Auditing

ECO 215 Economics of Regulation & Law

ACC 309 Forensic Accounting II

ECO 235 Finance for Forensic Economics

ACC 410 Seminar in Forensic FA

ECO 330 Quantitative Methods

LAW 202 Law and Evidence

ECO 360 Corp & White Collar Crime

LAW 203 Constitutional Law

Fall 2012 Take Home Essay Assessment of Written Communication for ECO 315

The Fall 2012 course ECO 315: *Economic Analysis of Crime* requires a take home essay exam. ECO 315 is the required 300 level course for Specializations A & B and as such it makes for an ideal course to measure student performance on Goal 5: *Communicate Effectively*. Approximately half of the student term papers will be sampled and graded using the following grading rubric.

GOAL 5 Communicate Effectively
20 Excellent Nearly perfect grammar and organization with clear voice
15 Good Some grammatical or organizational errors
10 Satisfactory Enough grammatical or organization problems to reduce understanding
5 Passing Extensive grammatical and organizational errors that impair communication of the substantive elements of the paper
0 Failure

Spring 2012 Specializations A & B Knowledge Survey
(to be administered in Capstone ECO 405)

Dear Economics Major:

The Economics Department would like to take this opportunity to learn your perceptions of how well we have provided an education in several areas of Economics. Your input will help us focus our attention to the areas we can improve upon.

Please rate your understanding of the terms/concepts described below on the following scale:

- 5 = You feel comfortable explaining the term/concept to your colleagues, friends and family.
- 4 = You feel that you could explain the term/concept to your colleagues, friends and family.
- 3 = You recognize the term/concept but would not feel comfortable explaining it.
- 2 = You recognize the term/concept but could not offer any explanation of what it means.
- 1 = You do not recognize the term/concept.

For example, if the term/concept is “democracy,” then give that term a score of 5 if you would volunteer to define “democracy” or give an example of “democracy” at work at home or with your friends. Give it a score of 4 if you could define or give an example of democracy when called upon at work home or by friends, but would not volunteer to give the definition. Give it a score of 3 if you know what “democracy” means but would decline to define it or give an example. Give it a score of 2 if you recognize the term “democracy” but you do not know what it means nor could you give an example. Give it a score of 1 if you have not seen or heard the term before.

Microeconomics

Markets

Demand Curve

Supply Curve

Equilibrium

Factors that Shift Demand and Supply Curves

Substitute Goods

Complimentary Goods

Normal Goods

Inferior Goods

Giffen Goods

Factor Markets

Product Markets

Utility Theory

Utility Maximization

Preference Assumptions

Altruism

Reciprocity

Marginal Utility
Substitution Effect
Income Effect
Slutsky Equation
Decision Making Under Uncertainty
Production Functions
Cost Curves
Average Costs
Marginal Costs
Profit Maximization
Perfect Competition
Monopoly
Oligopoly
Monopolistic Competition
Game Theory
Prisoner Dilemma
Nash Equilibrium
Dominant Strategy
Behavioral Economics
Time Preference
Asymmetric Information
Externalities
Pareto Efficiency

Macroeconomics

Capitalism
Socialism
Communism
Economic System
Business Cycle
National Income Accounting
Unemployment
Underemployment
Discouraged Workers
Structural Unemployment
Seasonal Unemployment
Frictional Unemployment
Cyclical Unemployment
Inflation
Causes of Inflation
Consequences of Inflation
Velocity of Money
Quantity Theory of Money
Endogeneity of Money

Federal Reserve Bank
Discount Window
Required Deposit Reserves
Open Market Operations
Gross National Product
Gross Domestic Product
Human Development Index
Net Exports
Growth
Technological Change
Production Possibility Frontier
Exchange Rate
Purchasing Power Parity
Balance of Trade
Capital Trade Accounts
Balance of Payments Accounts
World Bank
International Monetary Fund
Keynesian Fiscal Policy
Keynesian Monetary Policy
Simulative Policy
Supply-Side Policy
Fundamental Uncertainty

Topics in Economics

Rational Theory of Crime
Influence of the Economy on Crime
Black Markets
Illegal Markets Underground Economy
Endowment Effect
Classical Economics
Neo-Classical Economics
Keynesian Economics
Marxian Economics
Behavioralist Economics
Austrian Economics
Feminist Economics
Institutional Economics
Post-Keynesian Economics
Ecological Economics
Labor Theory of Value
Modes of Production
Labor Power
Surplus Value of Labor
Circuits of Capital

Alienation
Exploitation
Dead Labor
Living Labor
Capital Accumulation
Environmental sustainability
Negative Externalities
Positive Externalities
Public Goods
Tragedy of the Commons
Carbon Footprint
Income Inequality
Wealth Inequality
Gini Coefficient
Economic Justice

More Information About You

Class Rank _____
Approximate GPA _____
Gender _____
Specialization A or B _____

Please Check All the Courses You Have Completed at John Jay College:

ECO 101 Principles of Economics	ACC 250 Introduction to Accounting
ECO 220 Macroeconomics	ACC 251 Management Accounting
ECO 225 or 295 Microeconomics	ACC 265 Digital Forensics
ECO 215 Econ. of Regulation & Law	ACC 307 Forensic Accounting I
ECO 231 Global Econ Devel. & Crime	ACC 308 Auditing
ECO 235 Finance for Forensic Eco.	ACC 410 Seminar in Forensic Financial Analysis
ECO 245 International Economics	CJR 101 Intro. to Crim. Just.
ECO 260 Enviro. Eco. Reg. & Policy	LAW 202 Law and Evidence
ECO 260 Intro. Public Sector Eco.	LAW 203 Constitutional Law
ECO 270 Urban Economics	STA 250 Statistics
ECO 280 Labor Economics	FRS Risk Management
ECO 315 Eco. Analysis of Crime	MAT 241 Calculus I
ECO 324 Money & Banking	MAT 242 Calculus II
ECO 330 Quantitative Methods	PSC 207 The Investigative Function
ECO 360 Corp & White Collar Crime	
ECO 405 Seminar in Economics and Crime	

ECO 405 In-Class Essay Exam

Instructions

You have one hour to complete the following.

Read the article below and write an essay that:

- 1) Identifies and describes the appropriate range of issues relevant to society discussed in the article.
- 2) Analyzes the information beyond any analysis presented in the reading. (Analysis means separating the information into its constituent parts to find causes, relationships and/or results).
- 3) Demonstrates an understanding of alternative theoretical perspectives to understanding the issues.
- 4) Recommends an ethical policy that is consistent with your analysis (i.e. what should be done?)
- 5) Your essay will also be graded on your ability to communicate effectively (e.g. grammar, punctuation, word choice, organization, voice, citation, etc.)

Organized Crime Whacks Lots of Cute Animals

Organized crime is hurting animals and ruining ecosystems for a tidy profit.

By Asawin Suebsaeng | Mon Aug. 1, 2011 2:56 PM PDT

Here's something that will make you loathe organized crime even more than *The Godfather, Part III* [1]: Mobsters murder many adorable, beautiful animals to make huge profits.

Elizabeth Bennett of the Wildlife Conservation Society writes in a recent paper [2] that underground wildlife smuggling operated by crime syndicates is "decimating the world's most beloved species including rhinos, tigers, and elephants on a scale never before seen."

The illegal sales of animal parts—slow loris appendages, elephant tusks, bear paws, freshwater turtle shells, tiger skulls—has exploded over the years, particularly in Africa and in countries like Vietnam [3] and Thailand [4], posing an existential threat to various species. And if that weren't enough, the trade also helps ruin ecosystems [5] and drain resources [6] in poor countries.

The complexities of shifting smuggling routes, not to mention "e-commerce" and government corruption [7], have presented a daunting challenge to national efforts and international cooperation apparatuses like the ASEAN Wildlife Enforcement Network [8], even as certain crackdowns on illegal activities like poaching show some signs [9] of intensifying.

Other obstacles, such as the cultural acceptance of owning high-priced body parts of endangered animals as spiritual commodities [10], also hinder stopping these "sophisticated, well-funded, globally-linked criminal operations," Bennett writes in the scientific journal *Oryx* [11]:

Tackling the issue by focusing on demand reduction is a challenge, given deeply ingrained cultural beliefs in the efficacy of certain wildlife medicines, leading to tacit support for the trade across many sectors of Asian society. Any change is likely to be on a generational time scale but we do not have that luxury of time for many of the species currently targeted by trade. In the short-term the only practical way to reduce demand is through enforcement...

And the solution to this problem is, naturally, the most obvious but elusive one: more money, more manpower. Bennett's recommendations include increasing technical support to developing countries, building clearer bureaucracy, and issuing smart phone apps to law enforcement for better species identification. Corruption is also an important issue, as many wildlife enforcement agencies in poor countries can be bribed out of effectiveness. However, Bennett also notes the appalling shortcomings of many current international enforcement measures, even when agencies aren't corrupted (emphasis my own):

The ASEAN Wildlife Enforcement Network is often held up as a good example of an international initiative to combat wildlife crime...but its home base of Thailand remains one of the three countries most heavily implicated globally in the illicit trade in ivory...**CITES [Convention on International Trade in Endangered Species] and Interpol each only have a single person in charge of enforcement of wildlife crimes.**

With vast criminal organizations running an illicit animal trade worth an annual \$10 billion (making it one of the top-5 most lucrative black markets [12] in existence), it'll take more than one CITES rep per country to stem the trade, and help animals stay where they belong: in nature.

Source URL: <http://motherjones.com/blue-marble/2011/08/organized-crime-whacks-lots-cute-animals>

Links:

- [1] <http://www.empireonline.com/reviews/reviewcomplete.asp?DVDID=10220>
- [2] <http://www.wcs.org/press/press-releases/oryx-wildlife-trade.aspx>
- [3] http://www.huffingtonpost.com/2008/08/04/vietnams-illegal-wildlife_n_116775.html
- [4] <http://www.wcs.org/press/press-releases/tiger-poacher-pics.aspx>
- [5] http://www.enn.com/top_stories/article/26449
- [6] <http://www.guardian.co.uk/commentisfree/2011/jul/28/illegal-wildlife-trade-snakes-plane-bangkok>
- [7] <http://www.guardian.co.uk/environment/2004/sep/30/endangeredspecies.environment1>
- [8] http://www.asean-wen.org/index.php?option=com_content&view=article&id=294:viet-nam-and-cambodia-join-forces-to-fight-illegal-wildlife-trade&catid=45:press-releases&Itemid=89
- [9] <http://www.reuters.com/article/2011/07/20/us-kenya-poaching-idUSTRE76J5CV20110720>
- [10] <http://www.independent.co.uk/environment/nature/uk-joins-slow-loris-trade-ban-451531.html>
- [11] <http://www.fauna-flora.org/publications/oryx-scientific-journal/>
- [12] <http://green.blogs.nytimes.com/2011/02/11/seizure-highlights-widespread-illegal-wildlife-trading/>

Grading Rubric for Economics Learning Outcomes Assessment Essay Specific to ECO 405 In-Class Essay Exam on

Instructions to graders: For each Goal select the score corresponding to the student's performance.

Score descriptions (Excellent, Good, Satisfactory, Passing, Failure) correspond to the 2011-2012 Bulletin descriptions for A, B, C, D and F, respectively.

Only the discrete numerical values should be entered; do not assign in-between scores. [This helps normalize grading across several faculty members.]

GOAL 1 Identification and Description of Economic Issues	GOAL 2 Analysis of Economic Information	GOAL 3 Demonstrate Diversity of Thought	GOAL 4 Recommend Solutions	GOAL 5 Communicate Effectively
Identifies and describes the appropriate range of issues relevant to society discussed in the article.	Analyze Economic information by separating it into its constituent parts, carefully examining them so as to identify causes, relationships and possible results.	Demonstrate an understanding of alternative theoretical perspectives.	Propose ethical and logically consistent remedies/policies for economic problems.	Communicate Effectively.
20 Excellent Smuggling/Poaching Extinction Resource drain/opportunity cost Organized Crime Corruption Profits	20 Excellent Describes how demand reduction reduces quantity of trafficked animals and lowers price. AND Describes how supply interdiction reduces quantity of trafficked animals but raises price.	20 Excellent Neo-classical – efficiency of regulations. Pol Eco/Marxist – private property or conspicuous consumption. Austrian: Free Markets – no regulation.	20 Excellent Recommendation consistent with analysis that builds on or is in addition to the proposals in the article.	20 Excellent Nearly perfect grammar and organization with clear voice
15 Good 4 of the above are discussed	15 Good Only one approach is completely described. OR Both are described but not completely (both quantity & price)	15 Good. Multiple Approaches are identified but only one explained.	15 Good Recommendation that is NOT ethical or consistent with analysis	15 Good Some grammatical or organizational errors
10 Satisfactory 3 of the above are discussed	10 Satisfactory Only one approach is completely discussed.	10 Satisfactory Multiple Alternative approaches are mentioned.	10 Satisfactory recommendation present but not clear	10 Satisfactory Enough grammatical or organization problems to reduce understanding
5 Passing 2 of the above are discussed	5 Passing One or both approach is discussed but neither completely.	5 Passing An alternative approach is mentioned but not explained	5 Passing possible presence of recommendation	5 Passing Extensive grammatical and organizational errors that impair communication of the substantive elements of the answer
0 Failure	0 Failure	0 Failure	0 Failure	0 Failure