



**ECON 493: Special Topics in Economics – The Economics of Vice**  
**College of Business**  
**Western Carolina University**

*Section 04 / Fall 2017 / Tuesdays & Thursdays 3:30pm – 4:45pm / Forsyth 213*

***Instructor Information***

Instructor: Audrey Redford, Ph.D.  
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Phone: (828) 227-3087  
Office Hours: Tuesdays: 9:30am — 10:45am  
Wednesdays: 9:30am — 12pm & 2pm — 4pm  
Thursdays: 9:30am — 10:45am

***Course Description***

This is a special topics course on the economics of vice (i.e. activities that are banned or made illegal because they violate the moral standards of that particular community). More concretely, we will apply economic analysis to activities within the underground economies (and in some instances legal economies) for drugs, alcohol prostitution, gambling, pornography, etc. We will use insights from economics to discuss, analyze, and critical examine how these markets operate and how these markets are impacted by legal policy.

***Course Objectives***

By the end of this course, students should be able to:

- Apply fundamental economic concepts such as incentives, tradeoffs, and scarcity in order to critically analyze vice policies
- Understand and articulate how markets for vice goods and activities are impacted by the institutional and policy environment within which they operate
- Comprehend and evaluate academic journal articles within the professional literature
- Engage in discussion of controversial policies and activities using positive economic analysis

***Course Materials***

**Textbook & Readings**

- There is no textbook for this course. All readings will be posted on Blackboard under the corresponding week's Weekly Folder. You are expected to complete the reading assignments before each class.

**Multimedia**

- Videos, podcasts, audio links, and/or documents will sometimes be assigned in addition to or in lieu of reading assignments. All of these forms of multimedia will be posted on Blackboard either as a full file or as a website link. Multimedia assignments will be posted for each week under the Weekly Folders tab. You are expected to complete the multimedia assignments before class.

**Blackboard**

- Your weekly assignments are posted on Blackboard for each class. Therefore, access to Blackboard is crucial for this class.

## Course Policies

### Attendance Policy

- The university requires faculty to track attendance for the first two weeks of class for enrollment/census purposes. After the end of the 2<sup>nd</sup> week of classes, there is no attendance policy for this course. However, not attending class regularly may cause you to miss important material and subsequently could adversely impact your performance on learning celebrations. Not participating in class will negatively impact your overall grade.
- If you do miss class, **it is solely your responsibility to find out what you missed in class from a fellow classmate**. Emailing me to ask what you missed is **not** a suitable substitute for asking a classmate.
- Please make an effort to come to class on time and not leave early. Late arrivals and early departures are quite disruptive to the classroom learning environment.

### Reading/Multimedia Assignments

- You will find the reading/multimedia assignments for each week posted on Blackboard. The reading/multimedia assignments for each week can be found in the corresponding week's Weekly Folder on Blackboard.
- As mentioned under the **Course Materials** section, assignments will be posted on Blackboard. Please read the week's Weekly Folder thoroughly before each class to make sure that you complete all of the necessary assignments. If there is a change in the reading/multimedia assignment, you will be notified via a Blackboard announcement or direct email.

### Use of Electronics in Class

- **Please do not use your cell phones in class.** Yes... Snapchat, Yik Yak, Facebook, Instagram, Twitter, etc. are all entertaining, but they will still be there after class is over. Texting and emailing during class are also not permitted.
- **Use of laptops and other electronic devices is not permitted.** There are studies that show that not only are the individuals using these devices are distracted, but students around them are also more focused on the screen than on the material in class. There is an exception to this policy: if you have documentation from the Office of Accessibility Resources permitting your use of such a device.
- If this becomes a problem, I will ask you to leave class.
- **Audio/visual recordings will NOT be permitted in this course (unless you have received written permission from the instructor for an accessibility accommodation).** In the event that such permission is granted, the student may not transfer, transmit, or otherwise disseminate the Recording to any third party, including classmates, without the permission of the instructor. Any violation of these restrictions, or any other restriction verbally communicated by the instructor, may subject the student to the provisions of the WCU Academic Code of Conduct, the WCU Code of Student Conduct or both.

### Course Communication

- I will use email and Blackboard to contact you. Emails will be sent to your WCU/Catamount email address, so please check your email regularly. If you email me using a personal email, I will respond. However, I will continue to contact you through the university email.
- When you email me, please include your name and section number so that I know who you are and so that I can provide you with the most accurate information possible.
- I will do my best to get back to you as quickly as I can, but please understand that emails sent after 10pm, over the weekend, or while I am out of town for professional conferences/lectures, I may not be able to get back to you immediately. As such, I will make it my policy to respond to all emails within 48 hours or less, unless otherwise specified.
- Your grades will be posted on through Blackboard's Grade Center. Please do not ask me to discuss your grades via email. **I will not discuss specific grades via email.** I am happy to discuss grades in-person or over the phone.

## Grading

<b>Category</b>	<b>Percentage</b>	
Weekly Write-Ups	25%	(Start Week 3; lowest 1 dropped)
Weekly Discussion Questions	5%	(Start Week 3; lowest 1 dropped)
Midterm Learning Celebration	20%	(Tuesday, October 10 <sup>th</sup> in class)
Research Paper	25%	(Due Friday, December 8 <sup>th</sup> at 5pm)
Final Learning Celebration	25%	(Friday, December 15 <sup>th</sup> 12pm-2:30pm)
<b>Total</b>	<b>= 100%</b>	

<b>Class Percentage</b>	<b>Grade</b>	<b>Interpretation</b>	<b>Quality Points per Semester Hour</b>
97.0% -- 100%	A+	Excellent	4.0
93.0% -- 96.9%	A	Excellent	4.0
90.0% -- 92.9%	A-		3.67
87.0% -- 89.9%	B+		3.33
83.0% -- 86.9%	B	Good	3.0
80.0% -- 82.9%	B-		2.67
77.0% -- 79.9%	C+		2.33
73.0% -- 76.9%	C	Satisfactory	2.0
70.0% -- 72.9%	C-		1.67
67.0% -- 69.9%	D+		1.33
63.0% -- 66.9%	D	Poor	1.0
60.0% -- 62.9%	D-		0.67
0% -- 59.9%	F	Failure	0

### Weekly Write-Ups

- Starting Week 3, you will turn in a 1-2 page (typed) critical response to that day's assigned readings. Do not just summarize the readings. Engage the readings and write about something insightful, absurd, thought-provoking, requiring clarification, etc. from the readings. Your intended audience is your fellow classmates. You may write more than 2 pages if you have more to say.
- For Weeks 3—9:
  - Students whose last names begin with A—K will turn in Write-Ups for the assigned readings on Tuesdays.
  - Students whose last names begin with L—Z will turn in Write-Ups for the assigned readings on Thursdays.
- For Weeks 10—15:
  - Students whose last names begin with A—K will turn in Write-Ups for the assigned readings on Thursdays.
  - Students whose last names begin with L—Z will turn in Write-Ups for the assigned readings on Tuesdays.
- No extensions. If you do not have your Write-Up ready at the beginning of class on your assigned day of the week, you will receive a 0. If you need to miss class, you may turn in your Write-Up in person before the start of class.
- For full credit, be prepared to be randomly called on to read and discuss your Write-Up. At the start of each class, to kick off the discussion, I will randomly call students' names. Please be prepared.
- Your Weekly Write-Ups should be your own. Working with another student on your critical response is not permitted.

## Weekly Discussion Questions

- Starting Week 3, you will turn in 2 (typed) thought-provoking questions from that day's assigned readings. Do not strictly summarize the readings. These questions should be stimulating as they will be used for the basis of kicking off class discussion. Your intended audience is your fellow classmates.
- For Weeks 3—9:
  - Students whose last names begin with A—K will turn in Discussion Questions for the assigned readings on Thursdays
  - Students whose last names begin with L—Z will turn in Discussion Questions for the assigned readings on Tuesdays
- For Weeks 10—15:
  - Students whose last names begin with A—K will turn in Discussion Questions for the assigned readings on Tuesdays
  - Students whose last names begin with L—Z will turn in Discussion Questions for the assigned readings on Thursdays
- No extensions. If you do not have your Discussion Questions ready at the beginning of class on your assigned day of the week, you will receive a 0. If you need to miss class, you may turn in your Discussion Questions in person before the start of class.
- For full credit, be prepared to be randomly called on to read your Discussion Questions to the class. At the start of each class, to kick off the discussion, I will randomly call a student's name. Please be prepared.
- Your Weekly Discussion Questions should be your own. Working with another student on coming up with questions is not permitted.

## Participation

- Lack of participation will negatively impact your grade. Come to class prepared to talk and engage in fruitful discussion with your classmates.
- Please bring copies of the readings with you to class (when applicable). You may need to reference the text or your textual notes during class discussion.
- Discussion in class will remain respectful at all times.

## Midterm Learning Celebration

- During the semester, on **Tuesday, October 10<sup>th</sup>**, we will take a class day to celebrate how much you have learned thus far in the semester. (Some other professors call these "exams" or "midterms." Thank you, Prof. Mulholland, for allowing me to borrow your up-lifting terminology.)
- The Midterm Learning Celebration is closed-note, closed-book, and closed-electronic device, unless otherwise specified.
- The Midterm Learning Celebration will be composed of multiple choice, short-answer, fill in the blank, matching, graphical, and/or essay questions. You will be notified the format of the learning celebration prior to the day of the learning celebration.
- If you miss the Midterm Learning Celebration (for a non-university excused absence), the percentage from the missed learning celebration will be redistributed to your Final Learning Celebration. For example, if you sleep through your alarm and miss the Midterm Learning Celebration, your Final Learning Celebration will count for 45% of your total grade instead of 25% of your total grade.
- If you have to miss the Midterm Learning Celebration for a university excused absence (as defined by the university here: [https://www.wcu.edu/WebFiles/WordDocs/Class\\_Attendance\\_Policy.docx](https://www.wcu.edu/WebFiles/WordDocs/Class_Attendance_Policy.docx)), you are permitted to make-up the Learning Celebration. In order to make-up the Learning Celebration, you must notify me prior to the start of the in-class Learning Celebration. You must also provide me with documentation that proves that your absence is consistent with the university policy in order to schedule a make-up. All make-ups must be taken no later than one week following the scheduled in-class Learning Celebration (unless other accommodations are made by the instructor).

## Research Paper

- For this 400—level course, you will write a research paper. The final paper will be 7—10 pages in length, 1-inch margins, 12 pt. font. **The final paper will be due no later than Friday, December 8<sup>th</sup> at 5pm ET.** This paper will be submitted via Blackboard (more instructions to come). No late submissions will be accepted, so submit early!
- As a component of this paper, you will conduct a literature review that will be incorporated into your final paper. For this literature review, you must collect at least 7 different scholarly sources (not assigned in class). For each

source, you must write a 4-6 sentence summary. **This literature review will be due on Thursday, November 16<sup>th</sup> at the start of class.** The literature review will count for 8% of your course grade.

- The goal of this research paper project is to enable you to internalize scholarly articles, books, and other sources, critically analyze those sources, and then respond to the literature in a meaningful way with your own ideas. A scholarly body of literature within a discipline is like an ongoing conversation between scholars within the field. This is your opportunity to practice participating in the conversation.
- Throughout the semester, be sure to think of potential research ideas that are of interest to you. These ideas might come from your thoughtful comments and questions each week. They might also come in the form of using ideas learned in class and responding to relevant current events happening throughout the semester. Please come to me early and often during office hours or via email to discuss potential ideas for your research paper. I am here to help!
- We will discuss more specifics regarding the research paper later in the semester.

#### Final Learning Celebration

- At the end of the semester, we will take time during Exam Week in December to celebrate all that you have learned throughout the entire semester in the form of a final learning celebration.
- The final learning celebrations will be held on **Friday, December 15<sup>th</sup> at 12:00pm – 2:30pm.**
- The final learning celebration is closed-note, closed-book, and closed-electronic device, unless otherwise specified.
- Learning celebrations will be composed of multiple choice, short-answer, fill in the blank, matching, graphical, and/or essay questions. You will be notified the format of the learning celebration prior to the day of the learning celebration.
- The final learning celebration is cumulative.
- If you miss the Midterm Learning Celebration for a non-university excused absence, **no make-up will be permitted.**
- Other details about the university final learning celebration (exam) schedule can be found here: [https://www.wcu.edu/registrar/calendars/fall\\_final\\_exam.pdf](https://www.wcu.edu/registrar/calendars/fall_final_exam.pdf).

#### University Policies

##### Office of Accessibility Resources (OAR)

- Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation.

Office of Accessibility Resources.

135 Killian Annex

828-227-3886

<http://accessibility.wcu.edu>

##### Mentoring and Persistence to Success (MAPS)

- Mentoring and Persistence to Success (MAPS) provides support to students who are first-generation (neither parent has a four-year degree), low-income, financially independent (emancipated youth, homeless or without consistent residence, or aged out of foster care), or those who have participated in the Academic Success Program (ASP) or Catamount Gap. For those who enroll, MAPS provides a variety of services, including academic advising, mentoring, and personal and social coaching. You may contact MAPS at (828) 227-7127 or email [maps@wcu.edu](mailto:maps@wcu.edu) for more information. MAPS is located in 205 Killian Annex.

##### Student Support Services

- Student Support Services provides support to students who are either first-generation, low-income or independent with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email [sssprogram@wcu.edu](mailto:sssprogram@wcu.edu) for more information. SSS is located in the Killian Annex, room 138.

##### Civility and Ground Rules

- The Western Carolina University Community Creed states: "I will respect the rights and well-being of others."

- Consistent with WCU's core values and our campus creed, the WCU community accepts the freedoms and responsibilities of our shared community. WCU encourages all to clearly express their own views while at the same time seeking to understand the varieties of style, identity, and opinion that are held in any diverse community. In order for us to sustain a learning environment that promotes and values freedom of expression, we have a shared charge to accept personal responsibility for our actions, reactions, and speech, while seeking to learn from the actions, reactions, and speech of others.
- Each student may possess different ideas, as well as different ways of communicating those ideas. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry. (<http://www.wcu.edu/experience/dean-of-students/policies-affecting-students/statement-of-student-rights-and-responsibilities.asp>)

#### Academic Integrity Policy and Reporting Process

- Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).
- General:  
This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community.  
Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to an including a final grade of "F" in the course in which the violation occurs.
- Definitions:
  1. **Cheating** – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
  2. **Fabrication** – Creating and/or falsifying information or citation in any academic exercise.
  3. **Plagiarism** – Representing the words or ideas of someone else as one's own in any academic exercise.
  4. **Facilitation** – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).
- Undergraduate and Graduate Academic Integrity Process:  
Additional information is available on the Student Success website under Student Community Ethics: <http://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx>

#### Resources

##### Writing and Learning Commons (WaLC):

- The Writing and Learning Commons (WaLC) is a free student service, located in BELK 207, providing course tutoring, writing tutoring, academic skills consultations, international student consultations, graduate and professional exam preparation resources, and online writing and learning resources for all students. To schedule tutoring appointments, visit the WaLC homepage (<http://tutoring.wcu.edu>) or call 828-227-2274.
- Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking, an online tutoring service (<http://www.wcu.edu/apply/distance-online-programs/student-resources/services-for-distance-students.asp>), and the WaLC's online resources.

##### Blackboard Support:

- The learning management system for this class is Blackboard and can be found at: <http://wcu.blackboard.com>. Phone and Online Chat support with Blackboard can be found at: <http://wcu.edusupportcenter.com>, 866-374-8144. Additional on-campus support can be found at: <http://tc.wcu.edu>, (828) 227-7487 or by visiting the Technology Commons located on the ground floor of the Hunter Library.

### Hunter Library

- Hunter Library provides students with access to group and individual study spaces and to thousands of information resources: print and electronic books, newspapers, and scholarly journal articles. These resources can be searched online and often accessed there (<http://www.wcu.edu/hunter-library>) or can be searched and located in the library building. Students in need of research or library support can get help (<http://researchguides.wcu.edu/help>) from library staff and subject specialists skilled in their specific disciplines and find resources specific to their disciplines and assignments via the library's research guides (<http://researchguides.wcu.edu/>).

### Math Tutoring Center

- The Mathematics Tutoring Center (Stillwell 455, <http://tutoring.wcu.edu>), 828-227-3830), provides tutoring in all lower-division math and many CS courses help with mathematical concepts in other disciplines, and workshops on study skills specific to mathematics courses. Tutoring is available on a drop-in basis, MTWR 9:00am-9:00pm and Friday 9:00am-5:00pm.

### Intercultural Affairs

- The ICA office offers a variety of workshops, trainings, and conferences throughout the year. Visit the ICA office (227 AK Hinds University Center) or their website (<http://ica.wcu.edu>) for details.

### WCU Community Creed and Student Code of Conduct

- The WCU Community: As a Western Carolina University Student, I will:
  - Live by high standards of personal integrity;
  - Embrace my responsibilities as a member of this community;
  - Respect the rights and well-being of others;
  - Engage myself in the artistic, cultural, and academic life of my University;
  - Celebrate and express pride in Western Carolina University.
- Student Code of Conduct: <http://www.wcu.edu/WebFiles/PDFs/Catamount Code Final Document.pdf>

### Academic Calendar

- This includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at <http://www.wcu.edu/learn/academic-calendar.asp>

### Final Exam

- The university final exam schedule can be found on this page: <http://www.wcu.edu/learn/academic-services/registrars-office/>

### Important Dates: Fall 2017

- |                               |   |
|-------------------------------|---|
| • First Day of Classes        | Monday, August 21                             |
| • Labor Day (No Classes)      | Monday, September 4                           |
| • Fall Break (No Classes)     | Monday, October 16 to Friday October 20       |
| • Last Day to drop with a "W" | Friday, October 27                            |
| • Advising Day (No Classes)   | October 31                                    |
| • Thanksgiving Break          | Wednesday, November 22 to Friday, November 24 |
| • Last Day of Classes         | Friday, December 8                            |
| • Final Exams                 | Monday, December 11 to Friday, December 15    |
| • All Grades Due by 10:00 am  | Monday, December 18                           |

**\*\* This syllabus, along with its course schedule, is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events. Updates will remain focused on achieving the course objectives and students will receive notification of such changes. Students will be notified of changes and are responsible for attending to such changes or modifications as distributed by the instructor or posted to Blackboard.\*\***



# Course Reading Schedule

(all readings posted on Blackboard in Weekly Folders)

## Week 1

- Tuesday
  - Syllabus
- Thursday
  - Introduction, Jim Leitzel, **Regulating Vice: Misguided Prohibition & Realistic Controls**
  - 'The Rational Choices of Crack Addicts,' John Tierney, *The New York Times*

## Week 2

- Tuesday
  - Introduction, David D. Friedman, **Economics Uncut: A Complete Guide to Life, Death and Misadventure** (edited volume, Simon W. Bowmaker)
  - 'From Harm to Robustness: A Principled Approach to Vice Regulation,' Jim Leitzel, working paper
- Thursday
  - 'Economics of Drug Addiction,' Bowmaker & Heiland, Chapter 2 in **Economics Uncut**
  - 'Addiction: Rational or Otherwise,' Leitzel, Chapter 2 of **Regulating Vice**

## Week 3

(writing assignments begin: A-K Weekly Write-Ups & L-Z discussion questions due Tuesday; L-Z Weekly Write-Ups & A-K discussion questions due Thursday)

- Tuesday
  - 'Economists and Prohibition,' Thornton, Chapter 1 of **The Economics of Prohibition**
  - 'Prohibition,' Leitzel, Chapter 4 of **Regulating Vice**
- Thursday
  - 'A Theory of Prohibition,' Thornton, Chapter 3 of **The Economics of Prohibition**
  - 'Economics of Drug Prohibition,' Miron, Chapter 2 of **Economics Uncut**

## Week 4

- Tuesday
  - 'How Does Prohibition Affect Drug Harms,' MacCoun & Reuter, Chapter 6 of **Drug War Heresies**
  - "Don't Eat the Brown Acid: Induced 'Malnovation' in Drug Markets," Redford, *Review of Austrian Economics*
- Thursday
  - "An Economic Analysis of a Drug-Selling Gang's Finances,' Levitt & Venkatesh, *The Quarterly Journal of Economics*
  - "Violence and the U.S. Prohibitions of Drugs and Alcohol," Miron, *American Law and Economics Review*

## Week 5

- Tuesday
  - EconTalk interview with David Skarbek, hosted by Russ Roberts
  - 'Governance Institutions and the Prison Community,' Skarbek, Chapter 1 of **The Social Order of the Underworld: How Prison Gangs Govern the American Penal System**
  - 'The Convict Code,' Skarbek, Chapter 2 of **The Social Order of the Underworld**
- Thursday
  - 'The Rise of Prison Gangs,' Skarbek, **The Social Order of the Underworld**
  - 'Governance in the Society of Captives,' Skarbek, **The Social Order of the Underworld**

## Week 6

- Tuesday
  - 'The Internal Organization of Prison Gangs,' Skarbek, Chapter 5 of **The Social Order of the Underworld**
  - 'How Prison Gangs Govern the Outside,' Skarbek, Chapter 6 of **The Social Order of the Underworld**
  - 'What Works?,' Skarbek, Chapter 7 of **The Social Order of the Underworld**
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- Thursday
  - “An-arrgh-chy: The Law and Economics of Pirate Organizations,’ Leeson, *Journal of Political Economy*
  - ‘This is Your Entrepreneurial Alertness on Drugs: Prohibition and the Market Process,’ Redford, Chapter 11 of **Interdisciplinary Studies of the Market Order: New Applications of Market Process Theory** (edited by Boettke, Coyne, and Storr)

### Week 7

- Tuesday
  - “Police Bureaucracies, Their Incentives, and the War on Drugs,” Benson, Rasmussen, & Sollars, *Public Choice*
  - “Predatory Public Finance and the Origins of the War on Drugs: 1984-1989,” Benson & Rasmussen, *The Independent Review*
- Thursday
  - “Dynamics of Intervention in the War on Drugs: The Buildup to the Harrison Act of 1914,” Redford & Powell, *The Independent Review*
  - “Keep Off the Grass: The Economics of Prohibition and U.S. Drug Policy,” Boettke, Coyne, & Hall, *Oregon Law Review*

### Week 8

- Tuesday: no new assignment
- Thursday (everyone brings discussion questions; no weekly write-ups)
  - ‘Commercial Sex,’ Leitzel, Chapter 6 of **Regulating Vice**

### Week 9

- Tuesday
  - “Red Light States: Who Buys Online Adult Entertainment?,” Edelman, *Journal of Economic Perspectives*
  - ‘Economics of Pornography,’ Cameron, Chapter 6 of **Economics Uncut**
- Thursday
  - “The Adult Film Industry: Time to Regulate?,” Grudzen & Kerndt, *PloS Medicine*
  - “Condom Use and High-Risk Sexual Acts in Adult Films: A Comparison of Heterosexual and Homosexual Films,” Grudzen et al., *American Journal of Public Health*
  - “Self-Regulation in the Adult Film Industry: Why Are HIV Outbreaks the Exception and Not the Norm?,” Padilla, working paper
  - ‘Not-So-Safe Sex,’ Padilla, *Forbes*

### Week 10

(writing assignments switch: L-Z Weekly Write-Ups & A-K discussion questions due Tuesday; A-K Weekly Write-Ups & L-Z discussion questions due Thursday)

- Tuesday: Advising Day – no class
- Thursday: I am traveling for a guest lecture at Emerson College – no class (work on paper drafts)

### Week 11

- Tuesday
  - ‘Other Substances: Alcohol and Cigarettes,’ MacCoun & Reuter, Chapter 8 of **Drug War Heresies**
  - “Implicit Taxes Collected by State Liquor Monopolies,” Benson, Rasmussen, and Zimmerman, *Public Choice*
  - “Bootleggers and Baptists—The Education of a Regulatory Economist,” Yandle, *Regulation*
  - (Optional) EconTalk interview with Bruce Yandle, hosted by Russ Roberts
  - (Optional) “An Analysis of State Regulations Governing Liquor Store Licensees,” Smith, *Journal of Law & Economics*
  - (Optional) “Public vs. Private Liquor Retailing: An Investigation into the Behavior of the State Governments,” Zardkoohi and Sheer, *Southern Economic Journal*
- Thursday
  - “The Effect of Alcohol Prohibition on Alcohol Consumption: Evidence from Drunkenness Arrests,” Dills, Jacobson, & Miron, *Economics Letters*
  - “Alcohol Consumption During Prohibition,” Miron & Zwiebel, *AEA Papers and Proceedings*

- “What Do Beer Laws Mean for Economic Growth?,” Malone and Stack, *Choices*
- “Breaking Bad in Bourbon Country: Does Alcohol Prohibition Encourage Methamphetamine Production?,” Fernandez, Gohmann, & Pinkston, working paper

### Week 12

- Tuesday
  - ‘Other Vices: Prostitution,’ MacCoun & Reuter, Chapter 7 of **Drug War Heresies**
  - ‘Craigslist’s Erotic Services Site Appears to Have Reduced Female Homicide Rates by 17 Percent,’ Bass, *Huffington Post*
  - ‘Cracking Down on Craigslist Put Sex Workers at Risk,’ Pryor, *Adam Smith Institute blog*
  - ‘Female Homicide Rate Dropped After Craigslist Launched its Erotic Services Platform,’ Berlatsky, *ThinkProgress*
  - (Optional) See links to working papers here:  
<https://marginalrevolution.com/marginalrevolution/2017/10/prostitution-reduces-rape.html>
- Thursday
  - (Optional) “Repugnance as a Constraint on Markets,” Roth, *Journal of Economic Perspectives*

### Week 13

- Tuesday: no class due to conference travel—work on annotated bibliography
- Thursday: Thanksgiving—no class

### Week 14

- Tuesday
  - ‘Other Vices: Gambling,’ MacCoun & Reuter, Chapter 7 of **Drug War Heresies**
  - ‘Internet and Vice,’ Leitzel, Chapter 7 of **Regulating Vice**
- Thursday
  - ‘Waiting in the Lobby,’ Leeson, Introduction of **WTF?!: An Economic Tour of the Weird**
  - ‘Your Favorite Acronym,’ Leeson, Chapter 1 of **WTF?!**
  - ‘Burn, Baby, Burn,’ Leeson, Chapter 2 of **WTF?!**
  - ‘FSBO: Like-New, Preowned Wife,’ Leeson, Chapter 3 of **WTF?!**

### Week 15

- Tuesday
  - ‘Public Uses for Private Parts,’ Leeson, Chapter 4 of **WTF?!**
  - ‘G\*d Damn,’ Leeson, Chapter 5 of **WTF?!**
  - ‘Chicken, Please; Hold the Poison,’ Leeson, Chapter 6 of **WTF?!**
- Thursday
  - ‘Jimmy Cricket’s Journey to Hell,’ Leeson, Chapter 7 of **WTF?!**
  - ‘Fighting Solves Everything,’ Leeson, Chapter 8 of **WTF?!**