

BOR/CRIJ 3304 - Transnational Crime

Course Description/Overview

This course will examine the diverse dimensions of transnational crime. Students will examine and discuss historical and contemporary patterns, modus operandi, capabilities, and vulnerabilities of transnational criminals and organizations. Course content includes an introduction to transnational crime, a discussion of the "problem" of transnational crime, a review of illicit activities of transnational criminal organizations, an examination of the link between transnational crime and terrorism, a review of contemporary approaches to combating transnational crime, and area studies covering Europe, Russia, the Middle East, Asia, Africa and The Americas. Area studies will include a review of American, Italian, French, Mexican, Asian, Middle Eastern, African criminal enterprises, traditional organized crime, outlaw motorcycle gangs, and other transnational criminal enterprises. In this seminar course, the student will conduct directed research on a transnational crime topic and present the results of that research to the class.

Required Book(s)


Suggested Book(s)


Course Pre-Requisites

While there are no pre-requisites required, the course materials, assignments, learning objectives and expectations in this upper level undergraduate course assume that the student has completed all lower level general education coursework. Such coursework is necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements will be at a great disadvantage and should strongly consider completing those requirements prior to registering for this course.

Minimum Technical Skills Required

Students, at a minimum, must be able to effectively use Blackboard 9. Microsoft Word, library resources and the Internet to complete this course.

Software Requirements

The following web browsers are certified to work with Blackboard:

Windows
Internet Explorer 8.0
Firefox 3.6
The Mid-Term and Final exams for this course require that you download, install, and run the Respondus LockDown Browser in order to take the exams. Instructions for

Objectives

At the end of the course, successful students will:

- Recognize key historical attributes and root causes of transnational crime.
- Recognize the threat that transnational crime poses to sovereign nations.
- Describe the underlying conditions that have led to a rise in transnational crime throughout the world.
- Recall the various criminal activities of transnational criminal organizations.
- Explain the connection between transnational organized crime and terrorism.
- Describe and discuss transnational crime in Europe, Russia and the Middle East.
- Describe and discuss transnational crime in Asia and Africa.
- Describe and discuss transnational crime in The Americas.
- Explain contemporary approaches used in combating transnational crime.
- Demonstrate comprehension of weekly lesson materials by preparing a response to a discussion question posed by the instructor each week.
- Demonstrate the ability to complete independent research on a topic related to transnational crime; exhibiting the comprehension of research materials through the preparation of a research paper and presentation of findings.

Students can be successful in meeting the learning objectives described above by fully participating in the course; reading all required materials, fully participating in weekly discussions, properly preparing for exams, and completing comprehensive research in order to prepare their research paper.

Grading Policies

This course employs writing assignments and weekly discussions to measure student learning.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Weekly Discussion Forum</td>
<td>25%</td>
<td>Weeks 1, 2, 3, 5, and 7</td>
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<tr>
<td>Mid-Term Exam</td>
<td>25%</td>
<td>(Before Midnight, Saturday) of Week 4</td>
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<tr>
<td>Research Paper</td>
<td>25%</td>
<td>(Topic) Thursday of Week 3 (Paper) Sunday of Week 6</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
<td>(Before Midnight, Thursday) of Week 8</td>
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Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:
A = 90 – 100 %
B = 80 – 89 %
C = 70 – 79 %
F = 59 % and below.

Writing Guidelines

Discussion Questions

Weekly discussion questions allow the student to demonstrate comprehension of lesson materials by preparing a response to a discussion question posed by the Instructor. The student response is assembled from knowledge gained through course materials and independent research. General Rules for Discussion Question Posts:

• All students MUST participate. Failing to participate may result in a failing grade for the course. Students must post a response to the instructors’ weekly question by 11:59 p.m. CST on Friday of each week and must respond to a minimum of two other students’ post by 11:59 p.m. CST on Sunday of each week.
  o NOTE: One of the advantages to the on-line classroom is that we are not limited by the amount of time designated in a traditional classroom setting. Those students that think fast and raise their hand to answer questions in class are at no greater advantage in the on-line classroom. This is your chance to openly engage the instructor and other students and freely discuss the issues raised in the course.
• Attack ideas, NOT PEOPLE! Do so in a courteous manner and back your opposition position by reference to source materials.
• The instructor will use the Socratic Method within the discussion board, often asking questions or guiding students to additional materials to stimulate thinking and discussion, but seldom giving answers. The instructor may also choose to highlight outstanding comprehension of course materials or correct flawed or inconsistent information posted by students.
• Do not try to guess what the instructor wants to hear, you should simply engage in an honest and forthright discussion, backing your position with proper references. There are no "correct" answers in the discussion area.
• When citing sources in your discussion posts, do so using proper APA or Chicago styled in-line citations and a properly styled APA or Chicago reference list at the end of your post.
• Avoid simple opinion - stating a position on an issue without providing a reference to source materials to back up your position is "simply your opinion." Such opinion statements are not appropriate in an academic setting.
• Avoid regurgitating the assigned readings in your own words. Use assigned readings as one of your resources, not as the single source for your post.
• Avoid plagiarism - paraphrasing a source document is plagiarism if you do not give the author due credit.

Discussion Question Guidelines

Primary Post - Due no later than 11:59 p.m. on Friday of each week, your primary post should be approximately 250 words in length. You will provide a comprehensive, yet succinct response to the discussion question posed by the instructor. You should do more than simply summarize the week’s readings in order to show that you are "thinking" about what you are reading and not just regurgitating it.

Responses to Other Students - Due no later than 11:59 p.m. on Sunday of each week, your responses to other students should be approximately 100 words in length. Responses to other students should be in the form of support or critique (the act of criticizing or finding fault with another) for the other students’ posts. Please note that brief complimentary or critical notes such as "good post" or "I disagree" are not appropriate.

Research Paper

A 2000 word research paper is due no later than 11:59 p.m. CST on Sunday of week 6. Suitable topics include: illicit trade, organized crime, gangs, terrorism (as related to transnational crime), corruption, piracy, globalization, tribalism, criminal organizations, area studies, approaches/organizations use to combat
transnational crime, etc. Students may choose to focus on a particular area of illicit activity, a group, a region of the world, an approach, or a strategy or set of strategies.

**Citations and References**

[APA Style](American Psychological Association) or [Chicago Style](Chicago) are required for this course. You may have used a different style in other courses or you may prefer another style, but APA style or Chicago style are required in this course and no other styles are acceptable. An automatic 25 point deduction will be assessed for papers submitted in another style.

Your opinion will not be a determining factor in your grade. Your grade is determined by how well you support your argument utilizing the materials discussed in the course, along with independent research and reference materials that you locate on your own. DO NOT simply regurgitate the course materials in your research paper. Think about what you have read, and apply it. While you may use course resources for your research paper, you must provide reference to a minimum of 6 resources that are independent of the course materials.

**Formatting of the Research Paper**

- The paper must be approximately 2000 words in length, no less than 1800 words and no more than 2500 words. Deductions will occur for papers outside of this requirement
- The paper must have a title page that includes the title, course name and number, instructor's name, author's name, and date
- Titles should include the main idea of the paper, not just a generic name such as "Research Paper" or "Paper 1"
- Use standard 1 inch margins on all sides
- Use 12 point Arial or Times New Roman font
- Use standard double-spacing
- Use left-aligned or full-aligned text
- When citing a quote of more than four lines or 40 words, you must use the proper format outlined in your APA or Chicago Manual.
- All in-line parenthetical citations and reference list entries must be in proper APA or Chicago format
- Double-check all citations and references, making sure that they are properly formatted and that anything that is cited in the text of your paper has a properly styled reference in the reference list and vice-versa.
- Avoid the use of "I", "we" "he" or "our" - opt instead to use terms such as "the author." Your research paper is about a topic and IS NOT ABOUT YOU or your unsupported opinion. Writing the paper in the "third person" shows that you have taken a step back from the material and are writing objectively.

**Outline for the Research Paper**

**Introduction** - The first section of any research paper should be the introduction. The introduction describes the general issues that the paper will address. Within the introduction you must state a theory, thesis or topic for the paper. The introduction provides the reader with an understanding of the basic subject of your paper and the main points that you will make about your chosen topic. The introduction should express the broad connections that tie together the more specific points you will make and observations that you will document later in the paper. The introduction should provide the reader with a sense of what they will learn about your topic through reading your paper.

**Body** (multiple sections and/or paragraphs) - The sections and paragraphs within the body of your paper should always tie back to your main topic. Do not continually re-state your main topic, but ensure that the reader knows how the sub-topic in each section or paragraph develops, supports or challenges the main topic of your paper. To maintain continuity in your argument, make sure that you create effective transitions between each section and paragraph. An easy way to accomplish this is to make sure that the first lines of each new section or paragraph reflect back on the previous section or paragraph and that all are in logical order.

**Conclusions** - Your conclusions section should reflect back on what you have written, summarize your findings, identify any weaknesses in your argument, and point the way for you and/or the reader to complete further assessment on the topic.
Rubrics

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

Discussion Rubric
Writing Assignment Rubric

Lesson Summaries

Lesson 1: Introduction to Transnational Crime

In this lesson we will define and discuss the history and roots of transnational crime and begin our exploration of illicit criminal activities.

Lesson 2: The Problem of Transnational Crime

In this lesson we examine the threat that transnational crime poses to sovereign nations and the underlying circumstances and conditions that have led to a rise in transnational crime across the globe.

Lesson 3: Illicit Activities of Transnational Criminal Organizations

In this lesson we examine the criminal activities of transnational criminal organizations; including smuggling, trafficking, money laundering, entertainment piracy, and others.

Lesson 4: Transnational Crime and Terrorism

In this lesson we examine the connection between transnational organized crime and terrorism, including the themes of "Narcoterrorism" and the "Unholy Trinity."

Lesson 5: Area Studies in Transnational Crime - Europe, Russia, and the Middle East

In this lesson we examine transnational criminal organizations in Europe, Russia, and the Middle East; including the Italian Mafia, The Corsicans, Iraqi Alcohol Smugglers, and the Russian Mafia.

Lesson 6: Area Studies in Transnational Crime - Asia and Africa

In this lesson we examine transnational criminal organizations in Asia and Africa; including Chinese Triads, Japanese Yakuza, Nigerian Gangs, and Somali Pirates.

Lesson 7: Area Studies in Transnational Crime - The Americas

In this lesson we examine transnational criminal organizations in North, Central and South America; including Biker Gangs, Mexican Drug Cartels, Street and Prison Gangs and Traditional American Organized Crime Groups.

Lesson 8: Contemporary Approaches to Combating Transnational Crime
In this lesson we examine the international approaches to combating transnational crime and the barriers that exist to effectively stop transnational criminal activity.

**Communication**

**Participation**

In this class everyone brings something to the table. Your ideas and thoughts do count, not only to me, but the entire class. Feel free to ask questions either via e-mail or the discussion board. Check the discussion board regularly. Many student questions are applicable to the class as a whole, as are the responses. You may be surprised how many of your classmates have the same questions and concerns as you. I may simply post your particular question on the discussion board and allow your classmates to provide the answer through their own posts.

To some, this may be their first online class and naturally, it could seem somewhat intimidating. As a class, we are together to help each other with this learning process and share our collective knowledge on how best to communicate; how to resolve technical issues that may arise (if we have the expertise), and to assist each other to find answers to our questions. We will learn and work as a team.

**Courtesy and Respect**

*Courtesy and Respect are essential ingredients to this course. We respect each other’s opinions and respect their point of view at all times while in our class sessions. The use of profanity & harassment of any form is strictly prohibited (Zero Tolerance), as are those remarks concerning one’s ethnicity, life style, race (ethnicity), religion, etc., violations of these rules will result in immediate dismissal from the course.*

**Netiquette**

The on-line setting of our course promotes the advancement of knowledge through positive and constructive debate. Classroom based discussions between instructors and their students and among students has traditionally been guided by the instructor. Discussions via the Internet, however, can occasionally devolve into insults and improper comments before the instructor has a chance to intervene. Such activity and the failure to use proper etiquette and manners ARE NOT ACCEPTABLE in an academic setting and such inappropriate conduct IS NOT TOLERATED. Basic academic rules of good behavior and proper "Netiquette" are required and must prevail. Our on-line classroom is a place to enjoy the excitement of learning and does not include room for personal attacks on others or student attempts to stifle the discussion of others. Note about the use of humor: Despite the best of intentions, jokes and especially satire can easily be lost or taken seriously. Avoid the use of humor and/or satire in our academic setting.

**Office Hours/Contacting the Instructor**

Please contact the instructor via e-mail at james.zumwalt@angelo.edu.

**University Policies**

**Academic Integrity**

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.
Accommodations for Disability
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation. Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

Student absence for religious holidays
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.