

# SOC M218: ORGANIZED CRIME AND TERRORISM

**Originator**

dvieira

**Co-Contributor(s)**
**Name(s)**

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**College**

Moorpark College

**Discipline (CB01A)**

SOC - Sociology

**Course Number (CB01B)**

M218

**Course Title (CB02)**

Organized Crime and Terrorism

**Banner/Short Title**

Organized Crime & Terrorism

**Credit Type**

Credit

**Start Term**

Fall 2022

**Catalog Course Description**

Analyzes the cultural and historical bases of organized crime and terrorism. Discusses the social and theoretical background of the phenomena, the roles of culture and religion, and examples of organized criminal and terrorist activities. Reviews the social, legal, military, and criminal justice options in dealing with organized crime and terrorism.

**Taxonomy of Programs (TOP) Code (CB03)**

2208.00 - Sociology

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

**Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- 1 distinguish the differences in motivation between organized crime and terrorist activities
- 2 identify the types of criminal activities accomplished by organized criminal groups.
- 3 assess the motivations of different types of terrorists in light of their desired outcomes.
- 4 identify the various options that governments have in fighting organized criminals and terrorists.

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- 1 describe the similar nature of organized crime and terrorist activity.
- 2 discuss the characteristics of organized crime, such as hierarchy, profit via illegal means, provision of illegal good to the general population, and the code of "honor" and secrecy among members of such groups.
- 3 explain the social structural and social process theoretical perspectives on crime, and how they relate to organized crime and terror specifically.
- 4 explain how social movements of the 19th and 20th centuries (e.g., Prohibition) helped to create the social setting for organized crime.
- 5 describe the activities of Italian, Irish, Jewish, and other groups in the United States that contributed to organized crime.
- 6 describe the narcotic trade in the United States and how various organized criminal groups have participated in it.
- 7 describe the concept of "racketeering" and how organized crime has committed racketeering in organized labor and business.
- 8 explain what options the government has in fighting organized crime, such as the Racketeer Influenced, Corrupt Organizations Statute and forfeiture of property.
- 9 describe what is meant by "terrorism" and why creating a single definition is difficult.

- 10 explain the historical and social forces at work that helped to create a seedbed for modern terrorism, e.g., imperialism, politics, immigration, etc.
- 11 describe the political nature of terrorism and how marginalized groups use terror as a tactic.
- 12 explain the religious background of some terrorist acts, and how some groups (e.g., minority ethnic, minority religious, lower class, etc.) see “end of the world” beliefs as acceptable rationales for terror.
- 13 describe the nature of international terrorism and how it differs from nationalistic terrorism.
- 14 discuss the nature of domestic terrorism in the United States and how “home grown” terror is different from international terrorist acts such as 9/11.
- 15 summarize the options on the social, legal, and international level to deal with terrorism.

## Course Content

### Lecture/Course Content

- 5.00% Organized crime and terrorism, similarities
- 10.00% Social theoretical background of criminal behavior
- 10.00% History of organized crime in the United States
- 10.00% Ethnicity and organized crime
- 5.00% Fighting organized crime
- 5.00% Defining terrorism
- 10.00% Origins of terrorism
- 10.00% Politics and terrorist activity
- 10.00% Religion and terrorist activity
- 5.00% International terrorism
- 5.00% Terrorism in the United States
- 5.00% Combating terrorism: options
- 10.00% Organized crime, drugs and labor racketeering

### Laboratory or Activity Content

n/a

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

- Essay exams
- Individual projects
- Objective exams
- Oral presentations
- Quizzes
- Research papers
- Role playing
- Other (specify)
- Classroom Discussion
- Participation
- Reports/Papers/Journals

### Other

counter-terrorist role-playing exercise.

## Instructional Methodology

Specify the methods of instruction that may be employed in this course

- Audio-visual presentations
- Case studies
- Class activities

Class discussions  
 Collaborative group work  
 Distance Education  
 Group discussions  
 Guest speakers  
 Instructor-guided use of technology  
 Internet research  
 Lecture  
 Role-playing  
 Small group activities

**Describe specific examples of the methods the instructor will use:**

- class lectures with possible PowerPoint presentations and/or audio-video presentations
- group work
- group presentation with feed-back from the professor
- socratic discussions
- group quizzes
- student-led presentations with feed-back from the professor

**Representative Course Assignments**

**Writing Assignments**

Reaction papers to issues brought up in class.  
 Research papers in ASA, APA, or MLA format.  
 Essays that describe the nature of international terrorism and how groups like Al Qaeda differ from nationalistic terror groups.

**Critical Thinking Assignments**

Write a comparison/contrast essay on organized crime, noting similarities and differences between organized crime and white collar crime, street crime, and political crime (e.g., abuse of power by politicians and police.)  
 Write an analysis paper that examines terrorist manifestos and messages released to the world, the terrorists' demands and their expectations of what will be done to appease them (e.g., Osama bin-Ladin's 1996 fatwa declaring war on the United States.)  
 Participate in a counter-terrorism group project learning how specialists look at potential targets, methods, and outcomes of terror in order to stop terrorist acts before they occur.

**Reading Assignments**

Textbook chapter assignments  
 News articles from valid sources (print and online) which address issues in organized crime and terrorism  
 Printed material from the FBI, CIA and experts in the fields of Organized Crime and Terrorism.  
 Journals of Sociology and related disciplines (Psychology, Criminology, Cultural Anthropology, Communications, among others)  
 Primary texts from Sociology authors and theorists, newsletters and websites of Sociological and related fields (American Sociological Association for example)

**Outside Assignments**

**Representative Outside Assignments**

Read text, journal and Internet articles related to current events in terrorism and organized crime.  
 Visit to FBI office.  
 Research the historical and social forces that helped to create a seedbed for modern terrorism.

**Articulation**

**Equivalent Courses at other CCCs**

College	Course ID	Course Title	Units
Los Angeles Pierce College	SOC 29	The United States and Terrorism	3
Santa Barbara City College	AJ 255	Terrorism and the Criminal Justice System	3
East LA College	AJ 178	Terrorism: The First Responder	3

## **District General Education**

### **A. Natural Sciences**

### **B. Social and Behavioral Sciences**

#### **B2. Social and Behavioral Sciences**

Approved

### **C. Humanities**

### **D. Language and Rationality**

### **E. Health and Physical Education/Kinesiology**

### **F. Ethnic Studies/Gender Studies**

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F2005

## **CSU GE-Breadth**

### **Area A: English Language Communication and Critical Thinking**

### **Area B: Scientific Inquiry and Quantitative Reasoning**

### **Area C: Arts and Humanities**

### **Area D: Social Sciences**

#### **D Social Sciences**

Approved

### **Area E: Lifelong Learning and Self-Development**

### **Area F: Ethnic Studies**

## **CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

## **UC TCA**

UC TCA

Approved

## **IGETC**

### **Area 1: English Communication**

### **Area 2A: Mathematical Concepts & Quantitative Reasoning**

### **Area 3: Arts and Humanities**

### **Area 4: Social and Behavioral Sciences**

#### **Area 4: Social and Behavioral Sciences**

Approved

## Area 5: Physical and Biological Sciences

## Area 6: Languages Other than English (LOTE)

### Textbooks and Lab Manuals

#### Resource Type

Textbook

#### Description

Abadinsky, Howard. *Organized Crime*. 11th ed., Cengage, 2020.

#### Resource Type

Textbook

#### Description

Martin, Gus. *Essentials of Terrorism: Concepts and Controversies*. 5th ed., SAGE, 2018.

#### Resource Type

Textbook

#### Description

White, Jonathan R. and Steven Chermak. *Terrorism and Homeland Security*. 10th ed., Cengage, 2022.

#### Resource Type

Textbook

#### Description

Lyman, Michael. *Organized Crime*. 7th ed., Pearson, 2019.

## Library Resources

### Assignments requiring library resources

Research using the library's print and online resources.

### Sufficient Library Resources exist

Yes

### Example of Assignments Requiring Library Resources

Short papers and research papers involving the use of the Library's print and online resources on such topics as analyze a terrorist manifesto, what it appears to demand and what are the expectations.

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (1%–50% online)  
100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze sociological topics involving such topics as social class, race and ethnicity, sex and gender, and other sociological topics.
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress reports
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports
Other DE (e.g., recorded lectures)	Internet websites, videos, recorded lectures, PowerPoint presentations, lecture notes
Synchronous Dialog (e.g., online chat)	Online office hours or online group discussions
Telephone	One-on-one meetings with students by request for clarification, questions, and student progress reports
Video Conferencing	One-on-one meetings with students by request, online office hours

### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze sociological topics involving such topics as social class, race and ethnicity, sex and gender, and other sociological topics.
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress reports
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports
Other DE (e.g., recorded lectures)	Internet websites, videos, recorded lectures, PowerPoint presentations, lecture notes
Synchronous Dialog (e.g., online chat)	Online office hours or online group discussions
Telephone	One-on-one meetings with students by request for clarification, questions, and student progress reports
Video Conferencing	One-on-one meetings with students by request, online office hours

## Examinations

### Hybrid (1%–50% online) Modality

On campus  
Online

### Primary Minimum Qualification

SOCIOLOGY



**Review and Approval Dates****Department Chair**

01/31/2022

**Dean**

01/31/2022

**Technical Review**

02/03/2022

**Curriculum Committee**

02/15/2022

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000428934

**DOE/accreditation approval date**

MM/DD/YYYY