COURSE INFORMATION:

Welcome to CJA 570. This senior/graduate level class makes you an offer you can’t refuse, but may just want to--the chance to study organized crime at the advanced undergraduate level. SDSU’s Public Affairs and Criminal Justice Programs use the 500-level course as a capstone course for majors so that they may apply what they have learned in the majors to a thematic area of study. They also have higher expectations in terms of workload as they are meant to test the readiness of majors to apply scholarship to real world problem sets.

For the purposes of this course, the general definition of organized crime as established by Joseph Albini and Jeffrey McIlwain in *Deconstructing Organized Crime* (McFarland, 2012: 81-82) is:

...a form of criminal activity occurring within a social system composed of a centralized or decentralized social network (or networks) of at least three actors engaged in an ongoing criminal enterprise in which the size, leadership and structure of the network is generated by the ultimate goal of the enterprise itself (i.e., how the crime is organized). This goal takes advantage of opportunities generated by laws, regulations, and social customs and mores and can be pursued for financial profit and/or social mobility via the leveraging and brokering of the network’s social, political and economic capital. Members of the network can be from the underworld or upperworld. In some forms, force, and/or fraud are used to exploit victims, while in others illicit goods and services are provided by members of the network to customers in a marketplace where such activity is often permitted through the establishment of practices which foster the compliance and/or acquiescence of corrupt public and private sector officials who receive remuneration in the form of political favors or in the form of direct or indirect payoffs.

This course primarily focuses on the development of organized crime in the domestic and international arenas. It views organized crime as the result of numerous historical processes. It posits that organized crime cannot be adequately analyzed as a social phenomenon by simply focusing on its manifestations exclusively at a given point and time with
structures which, to use the language of film, have the form of a “still.”

Traditional approaches to the study of organized crime rely heavily on these “stills” in order to make scholarly conclusions and policy recommendations. These approaches are not enough, however, to appreciate the complexity of the phenomenon and the myriad of issues it creates for society, let alone serve as a foundation for effective policy.

As an alternative approach, let me begin with a simple, obvious, uncontroversial point--so obvious, indeed, that I would not make it but for the fact that so few students and scholars seem to have taken it to heart. This is simply that some of the most interesting questions we might ask about the nature of organized crime today cannot be answered without reliable information about the nature of organized crime yesterday--and the day before yesterday, and even the century before yesterday.

Consequently, I have established the following learning goals for both undergraduate and graduate students in this course:

1.) **Knowledge:** You will gain a factual knowledge about the historical development of organized crime, theories used to understand organized crime and policies and laws intended to counter organized crime.

2.) **Comprehension:** You will learn how to explain the meaning of this knowledge from multidisciplinary and international perspectives (e.g., geography, political science, anthropology, economics, international affairs, etc.).

3.) **Analysis:** You will learn how to break down organized crime into its many component parts and to distinguish historical phenomenon that influence these specific parts.

4.) **Evaluation:** You will learn to make grounded judgments about the merits of theories, policies and laws addressing organized crime in its domestic and international contexts.

Successful completion of this course requires not only consistent attendance, but also active participation by all of the course’s members. Consequently, you are expected to read and prepare notes from the assigned readings and to add to the discussions that will take place during each class.

I encourage you to make use of my office hours or to schedule an
appointment to meet with me if you need assistance during the course. You will find me highly accessible and willing to work with you to help you learn the material and succeed in this course.

**GENERAL EXPECTATIONS:**

Please know that you are responsible for being aware of any revisions made to this syllabus and course schedule during the course of the semester. If there is a change in directions for assignments, readings, class schedule, etc., I will announce such changes in class and post them online and send out an email to the class. If you miss class, please ask me if any such changes have been made. Once again, you are responsible for any possible revisions.

Also, I do not give consent to be recorded by any means in class, unless a disability makes it necessary. Please see me first if this is necessary and be ready to provide documentation from the Office of Disability Services.

I want you to know that I seek to foster a classroom environment where ideas may clash, but mutual respect always reigns supreme. I expect you to be diplomatic, tactful, courteous and respectful to your fellow classmates. Since this is a graduate seminar, when offering discussion points, etc., please do so based off of your readings and direct experience, not personal opinion for personal opinion’s sake. Please do not dominate course discussion (talking for a long time, giving speeches, raising one's hand constantly) so that others in the class may contribute. Also, please stay on point or I will limit your comments so as to not stray away from the subject being discussed (to do so wastes valuable class time and prevents classmates from contributing and learning).

If there is ever a time where you feel uncomfortable in class or that your voice, thoughts or opinions are not heard being heard by me or your classmates, please see me immediately so that we may work together towards a remedy that will make the course experience a positive one for you.

As a final note, please keep in mind that this graduate program is professional in nature. What you say, how you act, and how you perform your classroom responsibilities have professional consequences in that your peers and faculty will most likely be asked for recommendations and/or provide assessment of you in future background checks and security screenings. Please conduct yourself accordingly.
SPECIAL CIRCUMSTANCES POLICY:

Please let me know of any special circumstances regarding your ability to attend class or complete assignments by their due dates (e.g., work schedule, conflict with other classes, etc.). Note that you must notify me before, not after, these assignments are due and that I will require proof of said difficulty. Failure to do so will result in an F or no-credit for the assignment. In the case of disability and/or learning disorder, please notify me directly before or after class or during office hours so that I can provide the proper academic accommodations per your specific Authorization for Accommodations Form.

GRADING BREAKDOWN AND ASSIGNMENTS:

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Take-home Mid-term</td>
<td>300</td>
<td>30%</td>
<td>10/21</td>
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<tr>
<td>Take-home Research Paper</td>
<td>300</td>
<td>30%</td>
<td>12/2</td>
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<tr>
<td>Final</td>
<td>300</td>
<td>30%</td>
<td>12/16</td>
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<tr>
<td>Participation</td>
<td>300</td>
<td>10%</td>
<td>N/A</td>
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Details of all will be discussed in class and place on Blackboard.

NON-ATTRIBUTION POLICY:

In order for your classmates, possible guest speakers, and professor to feel free to speak candidly in class, they are assured that what is said in lecture will not be repeated publicly outside the classroom, regardless of classification. In other words, to repeat what has been said in lecture to others outside the CJ 570 environment risks calling fellow students, guest speakers, and professors to account publicly for his or her opinions and comments. This in turn could have the effect of stifling your classmates, guest speakers, and professor, causing them to speak in a guarded manner. Ultimately the quality of education provided in the seminar would suffer.

Hence, what your fellow students, guest speakers, and professors say during their lectures is not for attribution. It is acceptable to say "someone in my class" made a particular statement, but the individual's name will not be divulged. Individuals who violate the nonattribution policy are subject to adverse administrative and disciplinary action per University policy. Specifically, will follow the international standard for non-attribution in this type of forum, The Chatham House Rule:
"When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed."

See the following for more information: [http://www.chathamhouse.org/about-us/chathamhouserule](http://www.chathamhouse.org/about-us/chathamhouserule)

Any exceptions to this (i.e., a security breach or concern) should be brought privately to my attention in person so that I can determine the proper course of action.

**ASSIGNED BOOKS AND OTHER READINGS:**

In addition to keeping up with contemporary events pertaining to homeland security through news media and the internet, you are expected to read the following mandatory readings for the course. You are also expected to be able to provide intelligent answers to the questions posed by the professor on the day a given reading is due (see "Tentative Course Schedule"). Make sure that you complete your readings on time so you can get the most out of class, substantively contribute, and I can be a great reference for you when you apply for your dream job or security clearance one day.

The "course schedule" is located in the links column to your left. The course schedule is broken down into weekly required readings. Each week you are assigned a book and supplementary readings (the latter of which are available in the "course readings" file located in the "course documents" link or by a link to a specific web site).

All of the required books have been ordered through the Aztec Bookstore, though I found most of them used on online retail sites like Amazon or available for digital download via such services as Kindle, Google Books, and iBooks (digital downloads often being less expensive than the new hard/soft cover version of books).

[Note Amazon offers students free two day delivery via its Amazon Student promotion. Sign up here if you are interested in saving delivery charges: [http://www.amazon.com/gp/student/signup/info](http://www.amazon.com/gp/student/signup/info).]

The books required for the course are listed here in the order they are assigned:

Margaret Anne Barnes, *The Tragedy and Triumph of Phenix City, Alabama* (Mercer)


The additional readings required for this course are listed alphabetically below:


Headquarters Department of the Army, “Appendix B: Social Network Analysis and Other Analytical Tools,” *Counterinsurgency* FM 3-24/MCWP 3-33.5 (December 2006): B-1–B-22


Michael Miklancic and Jacqueline Brewer, Convergence: Illicit Networks and National Security in the Age of Globalization (National Defense University, 2013)


Gretchen Peters, Crime and Insurgency in the Tribal Areas of Afghanistan and Pakistan (Combating Terrorism Center, October 2010): i-93


Phil Williams, *Criminals, Militias, and Insurgents: Organized Crime in Iraq* (Strategic Studies Institute, 2009)

**READING GUIDELINES:**

As you will see, there is a considerable reading load in this course. I confess under duress that I know it is very challenging to read this entire reading list throughout the course. Why then do I ask you to do it? Here is why:

Graduate school is intended as an experience where you are immersed in a fairly narrow body of literature (however, given the interdisciplinary nature of homeland security, our literature is quite broad and deep). The main reason for being immersed is NOT to master content (although this runs a close second to the main reason), but gain exposure to content, style, perspective, and method. The substance of a text is more than merely the data presented. It is the author’s way of referring to previous research, their way of constructing an argument, and their writing style.

As you attempt to read entire books, reports and articles you will make strategic choices about what you choose to read deeply, what to skim, what to skip altogether. Your choices will be lead by your interests, and that is how it should be. No matter what your individual interests, however, what you ALL should be able to do is outline the author’s argument and identify their theoretical perspective and use of data. Ask yourselves these questions when you read your readings:
What is the author stating in the book (the thesis)?

Why is their thesis important (significance)?

What is its place in the relevant literature (lit review)?

How does the author construct their argument (method)?

What types of sources (data) does the author use? Why?

What evidence or proof or reasoning do they offer in support of their argument (theory)?

Your essay assignments are specifically designed to encourage you to comprehend, analyze, synthesize, and apply your knowledge gained through the readings to a particular problem set or idea.

Like many of you, I have family, friend, faith-based, community service, and work responsibilities that extend beyond this classroom. Based on twenty years of teaching at the university level, I have come to the conclusion that one week’s time is sufficient for a graduate student to come to terms with a text and supplementary readings and gain the ability to discuss the above aspects of them in class. It comes down to commitment and time management, a point I had to learn facing is much less than the reading load for each class I took as an undergrad at USC. To truly master any of our texts would require several readings over an extended period of time (that is my job, not yours). This sort of mastery is not my intention for you. Should you choose to delve more deeply into the subject matter of the text, for your thesis, for example, you can allocate more study time later or take classes in the CJ program or other departments that delve more deeply into the weekly subject material.

What we read is important, and learning how to read at the graduate level is important, too. Ask yourself what are you looking for as you read. If you are merely looking to acquire content (so that you can regurgitate later), you may find yourself disinterested. If you are looking for how this particular scholar has fashioned a compelling scholarly argument, however, you should find much of interest, and even for future use in your own work.
RULES FOR WRITING:

Writing assignments must be single or double spaced (check assignment guidelines for one or the other) and typed in a 12 pt. Times/Times New Roman font (long quotes are single spaced).

Right and left margins must be 1". Headers and footers must be 1" from top and bottom of the page, respectively.

Papers must be proofread. You will lose points for poor grammar, spelling and structure. Avoid the passive voice if at all possible. Try using the grammar and spell check options on MS Word or WordPerfect. These help considerably.

Write complete, well-structured paragraphs, but do not write run-on paragraphs. As a general rule, if your paragraph is over ¼ page long, it is probably too long.

Assignments must be turned in at the beginning of class on the given due date. Thereafter, you will receive a one-grade reduction for every day an assignment is late.

If you are having any problems with an assignment, please see me immediately and I will give you whatever assistance or feedback I can (time permitting). Please note that if you come to me out-of-the-blue with a last minute crisis, I may not be able to assist you. Consequently, it is in your interest to start working on your assignments early.

Place your name and email address on the top right hand corner of the front page of your assignments and the names and email addresses of all group members on a cover page to your briefs. Do not turn in assignments in report covers. Just staple your assignment in the upper left hand corner.

CITATION GUIDELINES:

Cite your sources. You must provide an endnote for any idea or quote that is not yours. If you plagiarize, you will face sanctions per university policy. Specific citation styles will be addressed for each assignment.
MISCELLANEOUS:

1) Make sure provide the University with your current email address through Web Portal. That way I can email you through Blackboard. Note that Hotmail accounts have trouble with Blackboard. The University suggests that you set up another free account with another provider (i.e., Yahoo, Gmail, etc.) or establish a free SDSU account.

2) Do not use notebook computers for anything but taking notes. Web surfing and instant messaging are to be done on your time, not mine and your classmates’. I reserve the right to deduct points from your final grade for disrupting class by doing this.

3) In order to read some pdfs, you may want to download the Kindle, Nook or other e-reader app to your phone/PDA/I-Pad or download the latest version of Adobe Reader. It can be downloaded at:


Tentative Schedule and Readings List Fall 2013

“Hard is not hopeless.”
General David Petraeus (September 2007)

**IMPORTANT**: There are two holidays during the semester (Labor Day Monday 9/2, Veteran’s Day Monday 11/11). Please keep these dates in mind when planning your schedule

Class 1 (Monday 8/26): Introduction

***NOTE: Monday 9/2 is Labor Day and campus is closed.***

Class 2 (Monday 9/9): The Gangster Image

Watch: The Godfather, Godfather Part II, Goodfellas, and Casino

Class 3 (Monday 9/16): Known The Mystique of the Mafias

Book: Albini and McIllwain, Deconstructing Organized Crime: Intro. to Ch. 2 (pp. 4-46)

Class 4 (Monday 9/23): History, Theory and Organized Crime

Book: Albini and McIllwain, Deconstructing Organized Crime: Ch. 3-4 (47-82)


Class 5 (Monday 9/30): Race, Ethnicity and Organized Crime


Film: The Gangs of New York, American Gangster
Class 6 (Monday 10/7): Opportunity and Organized Crime

Book: Albini and McIllwain, *Deconstructing Organized Crime*: Ch. 5 (83-119)


Film: *The Third Man*

Class 7 (Monday 10/7): Structural Holes, Social Networks and Social Systems of Organized Crime

Book: Block, *East Side-West Side*: Intro. to Ch. 5 (vii-126)


**Class 8 (Monday 10/14): Organized Crime and Criminal Enterprise**

Book: Block, *East Side-West Side*: Ch. 6 to Ch. 9 (127-257)

Book: Albini and McIlwain, *Deconstructing Organized Crime*: Ch. 6 (120-147)


Watch: *Schindler’s List*
Class 9 (Monday 10/21): The Surgery Would Kill the Patient


Watch: *L.A. Confidential*

Class 10 (Monday 10/28): Smuggling Yesterday, Today and Tomorrow

Book: Karras, *Smuggling*: All (1-140)


Class 11 (Monday 11/4): Life in the Organized Crime Matrix

Book: Albini and McIllwain, *Deconstructing Organized Crime*: Ch. 7 to Ch. 8 (148-190)


***Note: No class on Monday 11/11 due to Veteran’s Day. Campus closed.***

Class 12 (Monday 11/18): Think Local, Act Global: Naples Case Study


Watch: *Gomorrah*

Class 13 (Monday 11/25): Globalization, Intercultural Relations and New Property

Book: Nordstrom, *Global Outlaws*: all (xv-208)


Watch: *City of God*
Class 14 (Monday 12/2): Organized Crime and Irregular Warfare


PDF: Gretchen Peters, *Crime and Insurgency in the Tribal Areas of Afghanistan and Pakistan* (Combating Terrorism Center, October 2010): i-93


Class 15 (Monday 12/9): Convergence: Organized Crime in Iraq


Class 16 (Monday 12/16): Finals Week