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 graduate level. There is an assumption that each undergraduate student has successfully completed CJA 301 and CJA 200 (or its equivalent at another institution) and is a senior or graduate student. If you do not meet these assumptions, please see me as soon as possible as this class will be run on a graduate level. A lack of proper academic preparation can adversely impact your class performance as your work will be assessed in part as it compares to the performance of others in the class.

For the purposes of this course, the general definition of organized crime as established by Joseph Albini and Jeffrey McIIlwain in *Reflections on Organized Crime* (forthcoming 2012) is:

> ...a form of criminal activity occurring within a social system composed of a centralized or decentralized social network (or networks) of two or more individuals 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. This goal takes advantages of opportunities generated by the law and social custom and can be pursued for financial profit or the attainment of some form of power to effect political and/or social change via the leveraging of the network’s social, political and economic capital. In some forms, force, and/or fraud are used to exploit victims, while in others illicit goods and services are provided by criminals to customers in a marketplace where such activity is permitted only 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 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 (posted in the "faculty information" section linked to the left) 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 on Blackboard. 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, not a discussion over pints in a pub, when offering discussion points, etc., please do so based of 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 cut your comments short 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:

Your final grade is based on two take-home exams worth 45% of your grade each and class participation worth 10%. See below or the "Assignments" link on Black Blackboard for info on each assignment. Grading breaks down as follows:

- Mid-Term Exam: 45%
- Final Exam: 45%
- Course Participation: 10%

NON-ATTRIBUTION POLICY:

CJ 570 exposes the student to a wide range of highly qualified and informative classmates, guest speakers, and professors. In order for these classmates, guest speakers, and professors to feel free to speak candidly, they are assured that what is said in lecture will not be repeated publicly outside the classroom, regardless of classification. 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 professors, 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, we are following what is 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

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:**

In addition to keeping up with contemporary events pertaining to organized crime, 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 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 (possibly) supplementary readings.

All of the required books have been ordered through the Aztec Bookstore, though I found some of them used on online retail sites like Amazon and/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.]

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)


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)?

I have made these questions the foundation for the book review forms I have provided for you (also attached). These forms serve as your guide on how to read a book from a scholarly perspective. My job is to train you to do this, while educating you about the content of the readings through the lecture/seminar process.

Like many of you, I have family, friend, faith-based, community service, and work responsibilities that extend beyond this classroom. Based on seventeen years of teaching at the university level, I have come to the conclusion that one week’s time is sufficient for a 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. 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 a subject matter of the text, you can allocate more study time later or take classes in related departments/programs 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.

Note you will have six book reviews to turn in by the end of the course (one review for one required book, selecting any ten of the sixteen books assigned in class). Click the "course documents" link to the left for the review form.

**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 ¾ 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. Please use the following citation style in your briefs:

**Book citation:**


**Edited book citation/Chapter in edited book citation:**


**Journal citation:**


**Newspaper/magazine citation:**


**Government Hearing Report:**

**Movie/documentary citation:**


**Electronic/web-based sources/information:**

Please consult the citation guidelines found via links on the library’s main web page. Remember, you only do a full citation the first time you cite a source. Thereafter, use this abbreviated format: last name of author, abbreviated title: page number(s).

**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) Additionally, in the class schedule, you will find a number of readings with "BB" after them. This refers to the fact that they can be found as pdf or Word documents on the Blackboard site. Any group assignments will also make use of Blackboard.

In order to read some pdfs, you may want to download the latest version of Adobe Reader. It can be downloaded at:

Be prepared to discuss the readings on the night they are assigned.

**Remember: All readings are required.**

Citations in **BLUE** are the books for the class. Book synopses can only be completed on these books.

Citations in **RED** are located as pdf files in the Course Documents section on Blackboard in the file labeled “Course Documents.” Note some pdfs are long so pull up digitally so you won’t spend a fortune in ink and paper.

Citations in **GREEN** are films. Please watch by the date given.

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<th>Class 1 (Wed. 8/31): Introduction</th>
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<th>Class 2 (Wed. 9/7): The Gangster Image</th>
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<td><em>The Godfather, The Godfather Part II</em> AND one of the following: <em>American Me, Traffic, Scarface, Goodfellas</em></td>
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<th>Class 3 (Wed. 9/14): The Criminology of Organized Crime</th>
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<th>Class 4 (Wed. 9/21): Uncovering Social Systems</th>
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Class 5 (Wed. 9/28): Researching Organized Crime

McIlwain, Jeffrey. "From Tong War to Organized Crime: Revising the Historical Perception of Violence in Chinatown." Justice Quarterly 14:1 (March 1997).

Special Crime Study Commission on Organized Crime Reports Parts 2-4 (attached as PDF above)


Class 6 (Wed. 10/5): Organized Crime: A Social Network Approach


"Appendix B: Social Network Analysis and Other Analytical Tools," Counterinsurgency (FM-3-24)


Class 7 (Wed 10/12): Organized Crime and American Power

Woodiwiss, Organized Crime and American Power: Chs. 3-8.

Class 8 (Wed. 10/19): The Costs of Fighting the Social System of Organized Crime in the U.S.
Margaret Anne Barnes, *The Tragedy and Triumph of Phenix City, Alabama* (Mercer, 1999): all.

**Class 9 (Wed. 10/26): The Costs of Fighting the Social System of Organized Crime in Mexico**

Guest speaker.

**Mid-term take-home exam due.**

**Class 10 (Wed. 11/2): Global Systems and Networks-Currents**


**Class 11 (Wed. 11/9): Global Systems and Networks-Places, 1**


**Class 12 (Wed. 11/16): Global Systems and Networks-War**

Brian Fishman (editor), *Bombers, Bank Accounts & Bleedout: Al-Qaida’s Road in and out of Iraq* (Combating Terrorism Center at West Point, 2008): all.

Gretchen Peters, *Crime and Insurgency in the Tribal Areas of Afghanistan and Pakistan* (Combating Terrorism Center at West Point, 2010): all.

**Class 13 (Wed. 11/23): No-Class: Thanksgiving**

**Class 14 (Wed. 11/30): Global Systems and Networks-Crimes**


**Class 15 (Wed. 12/7): Global Systems and Networks-Security**


**Class 16 (Wed. 12/14):**

**Final take-home exam due.**