

## **Globalization of Security Threat Groups (CJSA 2371)**



**Credit:** 3 semester credit hours (3 hours lecture)

### **Prerequisite/Co-requisite:**

### **Course Description**

Examination of links between organized crime and security threat groups. Includes information concerning current security threat groups and terrorist; ties to ethnic-related organized crimes; transnational gang economy, drug trafficking, human trafficking, arms, intellectual property,, gang movement, the Internet and the terrorist connection.

### **Required Textbook and Materials**

1. Terrorism and Organized Hate Crime: Intelligence Gathering, Analysis and Investigations, 3rd Edition, by Michael R. Ronczkowski © 2011
  - a. ISBN: 978-1-43-986759-4

### **Course Objectives**

Upon completion of this course, the student will be able to:

1. describe gang globalization
2. discuss three types of gang movements including migration and deportation
3. outline the three criminal activities that aid in gang globalization
4. state what a transnational gang is
5. discuss how technology impacts globalization
6. distinguish the differences between organized crime and security threat groups
7. describe and explain the links organized crime, gangs and terrorists share

### **Course Outline**

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| <p>A. Introduction</p> <ol style="list-style-type: none"><li>1. Introduction of faculty and students</li><li>2. Review Syllabus</li></ol> <p>B. A need for understanding and analysis</p> <ol style="list-style-type: none"><li>1. The mission</li><li>2. Intelligence analysis units</li><li>3. Defining analytical positions and roles</li><li>4. Intelligence disciplines</li><li>5. What is homeland security and terrorism analysis?</li><li>6. Understanding what needs to be analyzed</li><li>7. Keys to analysis</li></ol> | <ol style="list-style-type: none"><li>8. Deterrence, prevention, arrest, and target hardening</li></ol> <p>C. Understanding and defining terrorism</p> <ol style="list-style-type: none"><li>1. Defining terrorism</li><li>2. Defining terrorist activity</li><li>3. Forms of terrorism</li><li>4. Political terrorism</li><li>5. Ecological terrorism</li><li>6. Agricultural terrorism</li><li>7. Narco-terrorism</li><li>8. Biological terrorism</li><li>9. Cyberterrorism</li><li>10. History and roots of modern terrorism</li></ol> |
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CJSA 2371  
Course Syllabus

11. What is a terrorist?
12. Terrorist versus street criminal
13. Terrorism: Structure and management
- D. Homeland security and analysis
  1. Definition of homeland security
  2. Homeland Security Advisory System
  3. The updated Homeland Security Advisory System
  4. National Threat Advisory System
  5. Homeland security and analysis
  6. The Uniting and Strengthening America by Providing Appropriate Tools
  7. Required to Intercept and Obstruct Terrorism Act
  8. Importance of finances in terrorist activities
  9. Hawala system
  10. Dealing with terrorism
  11. Law enforcement concerns
  12. Coordination, training, and awareness
- E. Behavioral traits and suspicious activity
  1. National information sharing and suspicious activity reporting
  2. Why suspicious activity reporting, and the role of local law enforcement
  3. Suspicious activity reporting and the national landscape
  4. Suspicious activity reporting behavioral indicators
  5. Actions arousing suspicion
  6. Possession arousing suspicion
  7. Retrieving the suspicious activity report for analysis
  8. Terrorism information needs
  9. Radicalization and behaviors
  10. Early indicators of terrorism
  11. Would-be warriors
  12. Relationships of people, places, and thing
- F. Enhancing investigations: Going beyond the traditional
  1. Middle Eastern criminal enterprises
  2. Financing terrorism through various forms of criminal activity
  3. Role of the financial investigator in the intelligence process
  4. Role of fusion centers in the intelligence process
  5. Intelligence-led policing
  6. Fusion centers
  7. Handling of classified materials
  8. Security and nondisclosure
  9. Source development and use in investigations (human intelligence)
  10. Source development and handling procedures
  11. Source management
  12. Open source reporting
  13. Confidential source management and reporting
- G. Working the puzzle one piece at a time: Learning to anticipate behavior
  1. Data set challenges
  2. Names and addresses
  3. Data tools
  4. Identifying what is needed
  5. Forms of analysis that can be used to identify the missing piece
  6. Use of calendars and significant dates in analysis
  7. When is 9/11 not 9/11?
  8. Dates of terrorism significance
  9. Learning from past behavior
  10. Looking for skill, knowledge, resource, access(ibility), motive
  11. Recruiting opportunities
  12. Prisons—Recruitment and communication
  13. Ability to communicate from within
  14. Gangs—Today's street terrorists
  15. Mara Salvatrucha 13 and Sureño
  16. Music—Another means to recruit
- H. Enhanced analysis: Transforming information into intelligence
  1. Analyzing: Transforming information into intelligence
  2. Analytical and investigative variables

CJSA 2371  
Course Syllabus

3. Websites and other resources
4. Macro-micro-macro continuum
5. Link analysis charts
6. Association and directional matrices
7. Event flowcharts
8. Heuer's analysis of competing hypotheses (ACH)
9. Assessing the threat
10. Vulnerability assessment
11. Spatial referencing and its use in homeland security analysis
12. Range of geographic information system uses
13. Preparation and planning
14. Geographic information system linking
15. Additional benefits of a geographic information system
16. Dissemination of intelligence
17. Commonly used analytical reports
- I. The threat: The future is here today—Learning from the past
  1. Transportation targeted
  2. Transportation and terrorism
  3. The Irish Republican Army campaign against transportation
  4. Planes, trains, and automobiles—But there are more
  5. United States: Terrorism and transportation
  6. Symbolic government targets
  7. Notable terrorist cases and attacks with a transportation nexus other than 9/11
  8. Aviation
  9. Maritime
  10. Buses and trains/railways
  11. Trucks, cars, vans, taxis, limos, and rescue vehicles
  12. Bicycles
  13. Summary of recent transportation targets
  14. Use of suicide bombers
  15. Who are the bombers and their groups?
  16. What can you look for?
  17. Homegrown terror—learning from others
  18. Expanded details
  19. Cases for groups found in the United States and abroad
  20. Other notable cases

**Grade Scale**

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

**Course Evaluation**

Final grades will be calculated according to the following criteria:

1. Unit Assignments      25%
2. Unit Exams              25%
3. Final Course Project   30%
4. Current events          20%

## Course Policies

1. No food, drinks, or use of tobacco products in class.
2. Computers, telephones, headphones, and any other electronic devices must be turned off while in class or used only with permission of the instructor.
3. Do not bring children to class.
4. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.
5. Additional class policies as defined by the individual course instructor.

## Technical Requirements (for courses using Blackboard)

The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at:

[https://help.blackboard.com/en-](https://help.blackboard.com/en-us/Learn/9.1)

[us/Learn/9.1](https://help.blackboard.com/en-us/Learn/9.1) 2014 04/Student/015 Browser Support/015 Browser Support Policy A

functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of the online technology and resources.

## Disabilities Statement

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building. You may also visit the online resource at <http://www.lit.edu/depts/stuserv/special/defaults.aspx>

## Student Code of Conduct Statement

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu) or obtained in print upon request at the Student Services Office. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

## Starfish

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

CJSA 2371  
Course Syllabus

