Globalization of Security Threat Groups (CJSA 2371) Online

Credit: 3 semester credit hours (3 hours lecture)

Prerequisite/Co-requisite:

Complete the Online Orientation and answer yes to 7+ questions on the Online Learner Self-Assessment: http://www.lit.edu/depts/DistanceEd/OnlineOrientation/OOStep2.aspx

Course Description

Examination links between organized crime and security threat groups. Includes information concerning current security threat groups and terrorists; ties to ethnic-related organized crimes; transnational gang economy; drug trafficking; human trafficking; arms; intellectual property; gang movement; and the Internet and terrorist connection. This is a capstone course for the Associate of Applied Science in Criminal Justice Security Threat Groups. *This course is time-bound, structured and completed totally online.*

Required Textbook and Materials

1. Terrorism and Organized Hate Crime: Intelligence Gathering, Analysis and Investigations, 3rd Edition, by Michael R. Ronczkowski

Course Objectives

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

1. Define the goals and objectives of Terrorism & Organized Hate Crime.
2. Demonstrate ability to conduct proper Intelligence Analysis.
3. Organize the criminal case to anticipate behavior.

Course Outline

A. Introduction
   1. Introduction of faculty and students
   2. Review Syllabus

B. A need for understanding and analysis
   1. The mission
   2. Intelligence analysis units
   3. Defining analytical positions and roles
   4. Intelligence disciplines
   5. What is homeland security and terrorism analysis?
   6. Understanding what needs to be analyzed
   7. Keys to analysis
   8. Deterrence, prevention, arrest, and target hardening

C. Understanding and defining terrorism
   1. Defining terrorism
   2. Defining terrorist activity
   3. Forms of terrorism
   4. Political terrorism
   5. Ecological terrorism
   6. Agricultural terrorism
   7. Narco-terrorism
   8. Biological terrorism
   9. Cyberterrorism
   10. History and roots of modern terrorism
   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
   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 case

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. Course Project 30%
4. Chapter Discussions 20%

Course Requirements

1. This course is time-bound, structured and completed online.
2. During Week 1 there will be activities to familiarize the learner with the learning environment.
3. You must log onto Blackboard at a minimum of 3 times a week.

4. You must participate in online discussions.
5. You must complete all assignments by the designated due dates. No late work will be accepted.
6. The Instructor reserves the right to have all submitted assignments checked for plagiarism. If an assignment has been plagiarized the assignment will receive a score of "0" and the student could be subjected to further discipline as stated in the LIT Handbook.

Course Policies

1. Assignments, Discussions, and Exams will be graded and recorded in Blackboard.
2. If you wish to drop the course, the student is responsible for initiating and completing all drop requirements. Failure to complete all requirements could result in failing grade.
3. Students are expected to adhere to the Academic Honesty statement found in the LIT Handbook. Plagiarism or cheating, in any form, IS NOT acceptable. Your instructor reserves the right to check any and all submitted work for plagiarism.

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-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 online resource:

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 or obtained in print upon request at the Student Services Office.

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.

