



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

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

**Prerequisite/Co-requisite:** CJSA 1322, CJSA 1322, CJSA 1327, CJSA 1342, CJSA 1372, CJSA 1308, CJSA 2335, CJSA 1325, CJLE 2345, CJLE 1327, HMSY 1342, HMSY 1340, HMSY 1338, HMSY 2337

### **Course Description**

Examination of 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.

### **Required Textbook and Materials**

*Terrorism and Organized Hate Crime: Intelligence Gathering, Analysis and Investigation* 2e, By Michael R. Ronczkowski ©2007, ISBN: 13:978-0-8493-7850-8

### **Course Objectives**

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

1. Define the goals and objectives of Terrorism & Organized Hate Crime. (SCANS: C5, C6, C7).
2. Demonstrate ability to conduct proper Intelligence Analysis. (SCANS: C6, C9, F9,)
3. Organize the criminal case to anticipate behavior. (SCANS C5, C6, C7, C8, F1, F2, F9, F10, F12,)

### **SCANS Skills and Competencies**

Beginning in the late 1980's, the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) conducted extensive research and interviews with business owners, union leaders, supervisors, and laborers in a wide variety of work settings to determine what knowledge workers needed in order to perform well on a job. In 1991 the Commission announced its findings in *What Work Requires in Schools*. In its research, the Commission determined that "workplace know-how" consists of two elements: foundation skills and workplace competencies.

### **Course Outline**

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

Approved 1/2013

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Course Syllabus

3. Review Class Policies

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 analyzing

C. Deterrence, prevention, arrest, and target hardening

1. Deterrence
2. Prevention
3. Arrest
4. Target hardening
5. Understanding and Defining Terrorism
6. Defining terrorism

D. Defining terrorist activity

1. Forms of terrorism
2. Political terrorism
3. Ecological terrorism
4. Agricultural terrorism
5. Narco terrorism
6. Biological terrorism
7. Cyber terrorism

E. History and roots of modern terrorism

1. The evolution of domestic terrorism
2. Known domestic terrorist groups
3. Domestic terrorism
4. Organized hate groups and crimes

F. Role of organized hate groups in domestic terrorism

1. What is a terrorist?
2. Terrorist vs. street criminal

G. Differences between typical street criminals and terrorists

1. September 11, 2001 — subjects, criminals, or terrorists?
2. Understanding the religious connection

H. Islamic Extremism

1. Islamic Sects
2. Terrorism structure and management

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Course Syllabus

- I. Homeland Security and Analysis
  - 1. Homeland security defined
  - 2. Homeland security advisory system
  - 3. Low condition (green)
  - 4. Guarded condition (blue)
  - 5. Elevated condition (yellow)
  - 6. High condition (orange)
  - 7. Severe condition (red)
  
- J. Homeland security and analysis
  - 1. The USA PATRIOT Act
  - 2. Importance of finances
  - 3. Hawala
  
- K. Dealing with terrorism
  - 1. Law enforcement concerns
  - 2. Coordination, training, and awareness
  - 3. Working the Puzzle One Piece at a Time — Learning to Anticipate Behavior
  
- L. Data set challenges
  - 1. Names and addresses
  - 2. Data tools
  - 3. Identifying what is needed
  - 4. Forms of analysis that can be used to identify the missing piece
  - 5. Use of calendars and significant dates in your analysis
  - 6. When is 9/11 not 9/11? — depends on the calendar used
  - 7. Dates of terrorism significance
  
- M. Learning from past behavior
  - 1. Looking for SKRAM
  - 2. Recruiting opportunities
  - 3. Prisons — recruitment and communication
  - 4. Ability to communicate from within
  
- N. Gangs — today's street terrorists
  - 1. MS 13 and SUR 13
  - 2. Music — another means to recruit
  
- O. Gathering Information, the Key to the Process
  - 1. Intelligence gathering
  - 2. Role of the first responder
  - 3. Crimes and incidents that may yield information or links
  - 4. Stolen identities
  - 5. False identification

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Course Syllabus

6. Counterfeiting of goods
7. Illegal trafficking of cigarettes
8. Misappropriation
9. Cargo crimes
10. Suspicious vehicles

P. Found or abandoned property

1. Gathering limitations and restrictions
2. Tips
3. Intelligence gathering and information interpretation
4. Evaluating the information used

Q. Enhanced Analysis: Transforming Information into Intelligence

1. Analyzing: transforming information into intelligence
2. Analytical and investigative variables
3. Components of a group or organization profile
4. Web sites and other resources
5. Macro-Micro-Macro continuum
6. Link analysis charts

R. Association and directional matrixes

1. Event flowcharts
2. Heuer's analysis of competing hypotheses (ACH)

S. Assessing the threat

1. Vulnerability assessment
2. Spatial referencing and its use in homeland security analysis
3. Range of GIS uses

T. Preparation and planning

1. GIS linking
2. Additional benefits of GIS
3. Identifying potential targets

U. Dissemination of intelligence

1. Commonly used analytical reports
2. The Threat: the Future is Here Today — Learning from the Past

V. Transportation targeted

1. Transportation and terrorism
2. The IRA campaign against transportation
3. Planes, trains, and automobiles — but there are more
4. United States: terrorism and transportation

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**W. Symbolic government targets**

1. Notable terrorist cases and attacks with a transportation nexus other than 9/11 Law
2. Enforcements Role in Combating Gangs

**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. 6 Unit Tests 60%
2. Course Project 40%

**Course Requirements**

1. Read chapters and complete in-class assignments
2. Complete weekly tests.
3. Participate in weekly current events between students.
4. Complete Team Project consisting of one of the following:
  - a. YouTube presentation on a Global STG with oral presentation
  - b. Five page report and Power Point.

**Course Policies**

1. No food, drinks, or use of tobacco products in class.
2. Beepers, telephones, headphones, and any other electronic devices must be muted while in class.
3. Do not bring children to class.
4. Tests. Students that miss a test are not allowed to make up the test. Students that miss a test will double their lowest score.

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.

**Course Schedule**

Week	Topics
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Course Syllabus

1	Course overview, Instructor/Student introduction, student report on their career objectives and what they anticipate from this course.
2	Present a current event. Read and discuss chapters 1 & 2, and complete weekly test
3	Present a current event. Read and discuss chapters 3 & 4, and complete weekly test.
4	Present a current event. Read and discuss chapters 5 & 6, and complete weekly test
5	Present a current event. Read and discuss chapters 7 & 8, and complete weekly test
6	Present a current event. Read and discuss chapters 9 and Appendixes, complete weekly test, and present Team Projects.