

CRJ 261: Organized Crime in America

3 lecture hours / 3 credits

CATALOG DESCRIPTION

Prerequisite: Passing Grade in RDG 099 or equivalent

This course will examine the attributes, causes and historical antecedents of organized crime and its members. Emphasis is on the make-up of different organizations, including rank structure, initiation ceremonies and criminal activity. Further discussion focuses on law enforcement response to organized crime and its impact on society.

TEXTBOOK AND COURSE MATERIALS

REQUIRED TEXTS (Author. Title. Edition, Publisher)

To be determined by instructor

It is the **responsibility of the student** to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

Please see current textbook prices at www.rcgc.bncollege.com

EVALUATION AND ASSESSMENT

Grading Distribution

<ul style="list-style-type: none"> • Exams • Quizzes • Class Discussions • Internet Assignments • Written Assignments • Attendance and Participation • Powerpoint Presentation 	<p>Grading to be determined by individual instructors</p>
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Grading Scale Example

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

ROWAN COLLEGE AT GLOUCESTER COUNTY CORE COMPETENCIES
(Based on the NJCC General Education Foundation - August 15, 2007; Revised 2011)

This comprehensive list reflects the *core* competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

RCGC Core Competencies	
1	Written and Oral Communication Students will communicate effectively in both speech and writing.
2	Quantitative Knowledge and Skills Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3	Scientific Knowledge and Reasoning Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4	Technological Competency Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
5	Society and Human Behavior Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6	Humanistic Perspective Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7	Historical Perspective Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8	Global and Cultural Awareness Students will understand the importance of a global perspective and culturally diverse peoples.
9	Ethical Reasoning and Action Students will understand ethical issues and situations.
10	Information Literacy Students will address an information need by locating, evaluating, and effectively using information

This course focuses on three of RCGC's Core Competencies: These three are:

- Oral & Written Communication**
- Technological Competency**
- Information Literacy**

STUDENT LEARNING OUTCOMES

CRJ 261 - (Organized Crime in America) The Student will be able to:	RCGC's Core Competencies	<i>Evaluation/Assessment</i>
<p><i>.1. Explain the definition and structure of organized crime:</i></p> <ul style="list-style-type: none"> • Discuss the various definitions of the term organized crime • Name and explain the attributes identified by law enforcement agencies and researchers as indicative of organized crime • Compare and contrast the differences between terrorism and organized crime • Demonstrate and discuss the bureaucratic/corporate structural model of organized crime • Demonstrate and discuss the patrimonial/patron-client network structural model of organized crime 	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p><i>Take-home Essay</i> Analysis and presentation Internet Activity Class discussion</p>

<p>. 2. Explain what is Organized Crime:</p> <ul style="list-style-type: none"> • Identify and discuss various theories of crime and deviance that provide insight into organized crime • Define and explain Durkheim’s concept of “anomie” • Discuss how Merton’s concept of “pathological materialism” has impacted organized crime in America • Describe Sutherland’s notion of “differential association” and its role in the adoption of criminality as a lifestyle • Discuss how the learning of sophisticated criminal techniques occurs within enclaves where delinquent or criminal subcultures flourish • Describe the interactions of culture, subculture and norms in the development of one’s predilection for criminality • Explain the integration of conventional and criminal value systems in “defended neighborhoods” • Define and explain the “retreatist, conflict, and criminal/rackets” delinquent subcultures • Demonstrate a knowledge of Social Control Theory • Identify the role of ethnic succession in the evolution of American Organized Crime 	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p>Take-home Essay Analysis and presentation Internet Activity Class discussion</p>
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<p>3. Explain the history of Organized Crime:</p> <ul style="list-style-type: none"> • Discuss the history of organized crime in the United States and its historical antecedents • Explain how urban machine politics and Prohibition provided Irish, Jewish, and Italian immigrants unparalleled opportunity for social mobility • Discuss the Irish and Jewish connections to organized crime history • Define the role of the Robber Barons in the growth of organized crime in the United States • Demonstrate the rise of Irish immigrants in the American political process. • Discuss the cycle of corruption-expose`-reform that was common in U.S. cities dominated by machine politics • Explain the evolution, adoption, and effects of Prohibition • Discuss Tammany Hall and its impact on politics in New York City • Discuss the emergence of Jewish organized crime in New York • Explain Murder, Inc. 	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p><i>Take-home Essay</i></p> <p>Analysis and presentation Internet Activity Class discussion</p>
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<p>4. Explain the American Mafia:</p> <ul style="list-style-type: none"> • Demonstrate a knowledge of the organization and structure of New York-style American Mafia Families • Discuss the organization and structure of Chicago-style American Mafia groups (the Outfit) • Compare and contrast the differences between members and non-member associates • Compare and contrast the advantages and disadvantages of being a made guy • Identify and describe the Rules of the American Mafia • Discuss the role and limitations of the “national commission” • Define the role of the commission in New York 	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p>Take-home Essay Analysis and presentation Internet Activity Class discussion</p>
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<p>5. Explain Italian Organized Crime:</p> <ul style="list-style-type: none"> • Distinguish between the mafia as a concept and the Mafia as an organization • Discuss the repressive conditions endured by the peasants of “Mezzogiorno” under foreign rule and after Italian unification • Summarize the evolution of the Sicilian Mafia • Define what is meant by the “essence of mafia” • Compare and discuss the relationship between the Mafia and the Fascist regime of Benito Mussolini • Describe the development of the “new” Mafia after the Second World War • Discuss the impact of the Mafia on Italian politics • Describe the decline of the Mafia • Demonstrate a knowledge of the structure of the Mafia • Discuss the history of the Neapolitan Camorra • Discuss the history of the Calabrian “Ndrangheta” • Compare and contrast the differences between the Mafia, the Camorra, and the “Ndrangheta” • Describe the relationship between the Sacra Corona Unita and the Albanians 	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p>Take-home Essay Analysis and presentation Internet Activity Class discussion</p>
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<p>6. Explain Latino Organized Crime:</p> <ul style="list-style-type: none"> • Discuss the violence routinely associated with Columbian criminal organizations • Describe and explain the evolution of the drug industry in Mexico • Describe and explain the evolution of the drug industry in the various Latin American countries • Discuss the acceptance of corruption as a way of life in Mexican society • Identify and explain the role Cuba played in the growth of drug trade in the United States • Describe the politics of dope in Columbia • Compare and contrast the impact of the Medellin and Cali cartels during the early explosive growth of the drug trade in the United States • Describe the Dominican Republic's role in smuggling drugs into the United States • List and discuss the concerns of American law enforcement agencies over Mara Salvatrucha 	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p>Take-home Essay Analysis and presentation Internet Activity Class discussion</p>
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<p>7. Explain Russian Organized Crime:</p> <ul style="list-style-type: none"> • Discuss the history of organized crime in Russia under Communism • Describe how organized crime in Russia has changed since Communism's collapse • Differentiate the three levels of organized crime in Russia (Gruppirovki, Prestupnaia organizatsiia, and Soobshchestvo) • Describe how the sudden onset of a market economy gave rise to unrestrained aspirations – the classic condition Emile Durkheim referred to as anomie • Discuss the history of the Vory and its role in Russian organized crime • Describe and explain the Vory' Structure and culture • Identify and explain the role of sports clubs and fitness centers in the emergence of the Russian Mafiya • Discuss how ethnic Chechen criminals have adapted to the collapse of the former Soviet Union • Discuss how Russian organized crime is establishing operations in the U.S. 	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p>Take-home Essay Analysis and presentation Internet Activity Class discussion</p>
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<p>8. Explain Asian Organized Crime:</p> <ul style="list-style-type: none"> • Describe the symbiotic relationship between the law and organized crime in Asia • Discuss the history and evolution of the Yakuza • Describe and explain the Yakuza's ideological orientation • Discuss the Yakuza's attitude regarding its self-image and public profile • Identify and explain the range and scope of the Yakuza's business enterprises • Describe the history of the Chinese Triads and tongs • Explain the Chinese concepts of guanxi and qinqing • Discuss the history and evolution of Asian gangs • Identify and explain the factors that reduced the available cohort of members for Asian gangs 	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p><i>Take-home Essay</i></p> <p>Analysis and presentation Internet Activity Class discussion</p>
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<p>9. Explain Outlaw Motorcycle Clubs:</p> <ul style="list-style-type: none"> • Describe the history and evolution of outlaw motorcycle clubs • Discuss the evolution of the Hell’s Angels from their founding to their designation as an organized crime group • Describe the history of each of the “Big Four” organizations • Discuss the introduction and growth of outlaw motorcycle clubs in Canada • Analyze and explain the typical structure of an outlaw motorcycle club • Identify and explain the business practices of outlaw motorcycle clubs, emphasizing their dominance in the production and distribution of methamphetamine • Discuss the Aryan Brotherhood 	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p>Take-home Essay Analysis and presentation Internet Activity Class discussion</p>
<p>10. Explain African American and Black Organized Crime:</p> <ul style="list-style-type: none"> • Discuss the history of black organized crime in the United States • Analyze and explain the Nigerian advance fee scam • Differentiate cultural and entrepreneurial gangs • Discuss the impact of Frank Lucas and his Country Boy organization on the heroin business in the United States • Compare and contrast how Jamaican posses differ from other trafficking groups • List and discuss the expansion efforts of the Bloods and the Crips 	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p>Take-home Essay Analysis and presentation Internet Activity Class discussion</p>

<p>11. Explain Gambling, Loansharking, fencing, sex, and trafficking in persons:</p> <ul style="list-style-type: none"> • Describe how a dramatic increase in the volume of securities being traded in the late 1960s and early 1970s provided a lucrative source of income for Organized Crime • Describe the role of the Fence in the disposal of high-value stolen merchandise • Discuss how organized crime’s involvement in sex as a moneymaker has had to change with the times • Describe how trafficking in persons is a form of modern-day slavery • Differentiate the parasitic, reciprocal, and entrepreneurship forms of connection between organized crime and illegal business • Identify and explain why members of OC are in a unique position to market stolen merchandise such as securities, checks, and credit cards • Discuss why extortion is described as the business of organized crime • Describe the historical background of loansharking • Define and explain “knockdown” and “vigorish” (vig) • Define and explain policy betting and numbers betting 	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p><i>Take-home Essay</i> Analysis and presentation Internet Activity Class discussion</p>
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<p>12. Explain the Drug Business:</p> <ul style="list-style-type: none"> • Discuss the history of the drug business, both worldwide and in the United States • Describe how opium, morphine, heroin and cocaine came to be • Identify and discuss the role of England and France in establishing opium trade on a global scale • Discuss and explain the Opium Wars • Define and explain what is meant by the term “The Chinese Problem” • Discuss the evolution of anti-drug legislation in the United States • Describe the impact of the Harrison Narcotics Tax Act of 1914 • Analyze and describe how the business of heroin is conducted • Compare and contrast the roles of the Golden Triangle and the Golden Crescent in worldwide heroin trade • Describe how the business of cocaine is conducted • Discuss and explain the distribution systems for heroin and cocaine 	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p>Take-home Essay Analysis and presentation Internet Activity Class discussion</p>
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<p>13. Explain Labor, Business, and Money Laundering:</p> <ul style="list-style-type: none"> • Describe the history of organized labor in America • Compare the relationship between organized crime and organized labor • Describe and explain how the saga of New York’s Fulton Fish Market is a classic example of organized crime’s power to control an industry • Identify and discuss instances of labor racketeering within the “Big Four” of organized labor • Describe Jimmy Hoffa’s legacy in the International Brotherhood of Teamsters • Discuss the relationship between Jimmy Hoffa and former Attorney General Robert Kennedy • Cite and explain examples of business racketeering • Discuss how business racketeering has impacted New York’s garment, construction, and private solid waste carting industries • Describe the migration of criminals into legitimate business • Explain the Three-Step, One-Step, and Same-Name scams • Discuss organized crime’s participation in various stock fraud schemes • Define and explain money laundering and cite examples of laundering techniques 	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p>Take-home Essay Analysis and presentation Internet Activity Class discussion</p>
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<p>14. Explain Organized Crime Committees, Commissions, and Statutes:</p> <ul style="list-style-type: none"> • Compare and contrast the difference between a commission and a committee • Discuss the impact of Joe Valachi’s testimony before the Kefauver Committee • Cite and discuss the legislation that resulted from the findings presented in the report of the Task Force on Organized Crime • Describe how the Internal Revenue Code has been used to combat organized crime • Describe and discuss both the criminal and civil forfeiture provisions contained in the various statutes cited in the text • Define and explain conspiracy, including the three types of conspiracy described in the text • Describe why the RICO statute is considered the single most important piece of legislation ever enacted against organized crime • Identify and discuss the four basic criticisms raised against the RICO statute • Discuss how the Consumer Credit Protection Act of 1968 protects consumers 	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p>Take-home Essay Analysis and presentation Internet Activity Class discussion</p>
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<p>15. Explain Organized Crime Law Enforcement:</p> <ul style="list-style-type: none"> • Describe the roles of the various law enforcement agencies in combating organized crime in the United States • Identify and explain the various restraints imposed by the Fourth, Fifth, and Sixth Amendments to the U.S. Constitution • Describe and explain the Exclusionary Rule • Differentiate “reactive” law enforcement and “proactive” law enforcement • Discuss the pitfalls of using informants • Explain why the Posse Comitatus Act of 1878 is an essential mechanism for controlling the role of the military in the United States • Describe and discuss how Interpol assists the U.S. in OC law enforcement • Identify and discuss the various investigative tools available to OC law enforcement • Describe why immunity is a valuable investigatory tool • Differentiate “transactional” immunity and “use” immunity 	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p>Take-home Essay</p> <p>Analysis and presentation Internet Activity Class discussion</p>
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<p>16. Demonstrate and develop an appreciation for the use of computer-based technology in the study of Criminal Justice</p> <ul style="list-style-type: none"> • Use search engines to locate specific criminal justice agency web sites • Search criminal justice agency web sites for designated information • Use links to move between web sites • Download, organize, and combine information gathered through web searches • Incorporate, rewrite and debate information gleaned from computerized databases in course discussion • Prepare Power Point presentations using Microsoft software 	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p><i>Internet Activities</i> Take-home essay assignment preparation and submission Class discussion</p> <p><i>Power Point presentation</i></p>
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<p>17. Complete the course by actively participating:</p> <ul style="list-style-type: none"> • Use appropriate written and oral communication skills. Satisfy other related course requirements as depicted in learning outcomes below • Communicate information orally in a logical and grammatical manner. • Present written information using standard MLA/APA style. • Be responsible for accepting and completing on time all required assignments, quizzes, take home test, or other assignments on time. Failure to submit those documents can result in an “F” grade. • Complete all reading assignments and be prepared to participate in class discussion or other related activities • Prepare, complete, and make an oral presentation. Failure to complete the presentation can result in an “F” grade. • Be responsible for completing all outside required reading and/or assignments and be prepared to discuss those assignments during class. Failure to complete this responsibility can result in an “F” grade. <p>Manage and complete their own required work. They will refrain from cheating and/or plagiarism.</p> <p>Take the responsibility to bring any and all related materials, assigned text, handouts, flyers, copy, the course syllabus, other papers to class and be prepared to reference, follow, or discuss that source during class.</p>	<p>Oral Communication Written Communication Technological Competency Information Literacy</p>	<p>Take-home Essay</p> <p>Tests or quizzes Analysis and student participation Crossword and Word Search Puzzles</p> <p>Internet Activities</p> <p>Position Paper</p> <p>Oral Presentation Power Point presentation Class discussion</p>
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Affirmative Action Statement

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or ajones@rcgc.edu.

For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or dcook@rcgc.edu.

Department of Special Services

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and note-taking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCGC students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success.

For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or visit RCGC.edu/SpecialServices.

To Register with Special Services

Students must follow these steps:

- Complete and submit the Student Profile form. Access the [Student Profile Form](#).
- Submit documentation detailing the student's disability. Support services will not be granted without documentation specifying the student's disability. Documentation should include the following information:
 - a. Diagnosis with written evaluation of current disability;
 - b. Date the student was diagnosed;
 - c. Tests used to reach diagnosis;
 - d. Credentials of the medical professional conducting evaluation; and
 - e. How the disability affects daily activities and/or academic performance.
- By clicking on the following links, students can download the [Special Education Records Release Form](#) and/or Medical Release Form to present to their medical care professional.
- Contact the Special Services office to schedule a meeting with a staff member.
 1. Students should schedule a meeting after submitting the [Student Profile Form](#), proper documentation and completing the College's placement test. (Click on [Special Accommodations for Placement Testing](#) to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
 2. During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

Accommodations

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCGC before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

- **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
- **Auxiliary aids** include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the [technology](#) link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.

Confidentiality

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that the he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student's professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.