

## **IAFS 3000: International Crime**

International crime has quickly become a topic of paramount concern. Individuals and organizations have turned their attention to an awareness of ongoing threats and illegal activities to inform future action. It is crucial for all stakeholders – governments, corporations, and organizations -- to understand the circumstances around each incident, the current trends and future considerations and, most importantly, how to prevent and have a plan of action if something happens personally and/or within the organization they serve. This course will examine case studies and events around international crime to help students gain an understanding of the complexity of what can and does transpire, often with devastating effects. They will also review and analyze how organizations react and reflect and strategize as to the effectiveness of the actions taken. Topics include crimes against humanity, terrorism, internet crime, cyberattacks and cyberwarfare, financial crimes, human trafficking and intellectual property piracy. The culmination of the course will be to connect and interview experts in the space as well as create materials -- including memos, PSA video responses and an action plan -- which corresponds to past crimes of international proportions.

**Class Meeting Time - Tuesday and Thursday - 3:30PM - 4:45PM**

**Class Location - Zoom (first 2 sessions only)/HALE 240**

**Office Hours - Tuesday from 2:30PM - 3:30PM via Zoom**

### **Instructor Information**

Dr. Al Pisano

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Dr. Pisano has a wide breadth of dynamic experience and knowledge within the educational and corporate space with proven success as a presenter, thought leader, author, innovator, entrepreneur, K-12 administrator, higher education administrator, curriculum and program developer, educational consultant and instructor. He has extensive work with K-12 school districts, higher education institutions, non-profit organizations and corporate educational arms in culture transformation, futures-based/visionary leadership, as well as curriculum and program analysis, adaptation, creation and development.

**Office Hours - TBD**

## List the Principal Topics Covered in This Course:

- Types of international crimes and the effects of stakeholders involved
- Current trends in International Crime
- International crime case studies
- Backlash and effect of international crimes
- Technology and Cyber security impact on international crime
- International crime and foreign policy
- The international crime job landscape
- International crime expert perspectives
- Mitigating international crime events

## Required Readings

- Subscription to Foreign Policy Magazine - \$15 per month for students (about \$60 total) OR \$135 per year if you want it for a full year
  - <https://foreignpolicy.com/subscribe-academic/>
- Online journal articles and web based resources

## Online Resources

- FP - <https://foreignpolicy.com/>
- The Diplomat - <https://thediplomat.com/>
- Foreign Affairs - <https://www.foreignaffairs.com/>
- Interpol - <https://www.interpol.int/en>
- ICD (International Crimes Database - <https://www.internationalcrimesdatabase.org/Home>
- Amnesty International - <https://www.amnesty.org/en/>
- Global Initiative Against Transnational Organized Crime - <https://globalinitiative.net/>
- National Crime Agency - <https://www.nationalcrimeagency.gov.uk/>

## Student Learning Outcomes

- Understand the different principles and modalities of international crime
- Examine events and case studies on international crime and analyze their impact
- Review of the circumstances around international crime events
- Explore the job landscape in the international crime space
- Getting yourself out there - networking and expanding your horizons
- Become tapped into the network and information stream around international crime
- Explore how technology, cyber security interrelate with international crime

## Grading and Assignments

- **Discussion Lead on International Crime Event OR Case Study - 20 Points**
  - The 20 points includes:
    - 5 points for how well your group leads the discussion on your scheduled week
    - one point per week (15 total) of your participation when another group is leading)
- **Article Back Channel - 15 Points (one per week)**
- **Attendance, Class Participation, Online Posts and Assignments - 15 points (one per week)**
- **International Crime Expert Interview (Midterm Project 1) - 15 Points**
- **International Crime Memo and PSA (Midterm Project 2) - 15 Points**
- **Influential Crime Case Study Research Project (Final Project) - 20 total (proposal and project)**

#### **Discussion Lead on International Crime Event OR Case Study - 20 Points**

Students will partner to present and moderate discussion within Canvas on a specific international crime event or past case study. The group will choose a session and highlight an example of how an international crime event affected all stakeholders as it relates to foreign policy and international affairs. The partners must look at the ‘why’ and explain the conditions around the event/case study. This assignment gives students the opportunity to moderate a discussion forum for one session throughout the semester - in essence, students take on the role of the instructor for one discussion forum for one session. Students are responsible for generating and moderating discussion for their specific forum for the session they sign up for.

**Please NOTE:** Students must email the instructor the chosen article, summary and THREE questions to be posed to the rest of the group ONE WEEK prior to their discussion lead.

*For this assignment:*

*Presenters/discussion leads will:*

- partner with a classmate and highlight an example and explain the conditions around the international crime event and describe how it affected stakeholders
- do further research to find additional details
- in a paragraph or two OR a short presentation looking at the ‘why’ and explain the conditions and characteristics around the vent/case study and post in their designated

discussion forum as a reply to the instructor created forum on the FIRST day of their session they signed up for.

- embed questions to ask the group about the chosen event/case study
- be active in the forum throughout the week and respond to your classmates with follow up questions/thoughts

*Classmates will:*

- answer the three questions and respond to at least three classmates throughout the week

**Some key areas to focus on when reviewing the best practice:**

- Triggers for the event/case study - historical background, motivation, etc.
- Uniqueness of the particular event/case study
- Stakeholders involved in the crime and impacted by it (people, governments, countries, political groups, etc)
- The role of technology in the event/case study (cyber security, cyber breach, cyber warfare, etc)
- Affect/impact of the event/case study on the masses (socially, psychologically, culturally, politically, etc)
- Future implications (policy and/or action)

**Article Back Channel - 15 Points**

Each session you will **post a response in the Book Talk discussion forum** and **respond to two of your classmates throughout the week**. This will be a safe space to cordially share your thoughts on what you have read and how it connects to your real world work environment (past or present)

- Review assigned reading materials
- Contextualize what you have learned and correlate it to your own work environment (past or present) or a hypothetical environment (one that exists but you are not actively a part of)
- How does what you read apply to your everyday work life?
- Share two resources around what you have read - YouTube Video, Article, Blog Post, etc.

**NOTE: Please TRY to post your initial thoughts before Wednesday or Thursday so there is enough time for classmates to respond to others.**

**Article Back Channel Reading Schedule Below:**

**ARTICLES TBD**

Session 1 - 1/10 - 1/16

Session 2 - 1/17 - 1/23

Session 3 - 1/24 - 1/30

Session 4 - 1/31 - 2/6

Session 5 - 2/7 - 2/13 (Midterm Project 1 Due 2/13)

Session 6 - 2/14 - 2/20

Session 7 - 2/21 - 2/27

Session 8 - 2/28 - 3/6 -

Session 9 - 3/7 - 3/13

Session 10 - 3/14 - 3/20 (Midterm Project 2 Due 3/20) - (3/18 - Spring 2022 Last Day to Drop a Class - 11:59 p.m.)

Session 11 - 3/21 - 3/27 - SPRING BREAK

Session 12 - 3/28 - 4/3

Session 13 - 4/4 - 4/10

Session 14 - 4/11 - 4/17

Session 15 - 4/18 - 4/24 (Final Project Due 4/24)

Session 16 - 4/25 - 4/28

### **Attendance, Class Participation, Online Posts and Assignments - 15 Points**

Class participation is encouraged to promote learning and provide a fun and energetic educational environment - it is essential to the learning experience. Please participate in class and post regularly and communicate with me via email if necessary.

Each week students are required to post their thoughts on the class material via threaded discussions within Canvas. Each posting should be a moderate sized paragraph long. It is ok to post a sentence or two in response to other comments/posts. All students are required to post to all discussion forums related to the weekly session assignments. Posts are due by the following session.

Each week there will be a project based on the current session's topic. These projects are designed to help you learn course content in an exciting way through the use of technology. The projects will be completed and submitted by the next session.

All students are required to log into the discussion forums related to the weekly session a minimum of three times per week.

Our week begins on Sunday at midnight. Waiting until midweek (Wednesday or Thursday) to begin posting will negatively impact your grade.

**NOTE - Unexcused lack of participation:** If a student does not participate for one full session/week, they will not only lose participation credit for that session/week, they will also lose a full letter grade (A to a B for example) for the course for each week that they don't participate (sessions/weeks do not have to be consecutive). If the student informs the instructor ahead of time or has extenuating circumstances, that will be taken into consideration.

### **International Crime Expert interview (Midterm Project 1) - 15 Points**

Students will leverage social media such as Twitter and LinkedIn to connect with an expert in the computer science space and interview them.

For this assignment students will:

- Connect with an International Crime Expert who interests them in their own professional space or focus area. **NOTE:** Students may have to reach out to multiple folks to get a response and it may take some time so get started right away! This is also a great way to get an 'in' with folks in the space potentially opening doors for internships, experience, job opportunities, etc.

**STEPS:**

1. Formulate 3 quality questions based on knowledge learned and experienced gained prior to and during the semester to ask your interviewee
2. Find an expert who is willing to be interviewed (either synchronously or asynchronously). Use LinkedIn, Twitter or other means to connect.
3. Choose ONE option from below

1. Synchronous Video Conference

- schedule a time to video conference with your interviewee
- record the interview and then post the interview in Canvas at the designated due date
- write a page summary OR post 3 minute video response (Flipgrid or other modality) summary of the interview experience citing key takeaways and lessons learned at the designated due date

- Asynchronous Video Response via Flipgrid
  - share your 3 questions with your interviewee
  - create a link in Flipgrid and share with interviewee
  - post the Flipgrid interview question responses link in Canvas at the designated due date
  - write a page summary or post 3 minute video response (Flipgrid or other modality) summary of the interview experience citing key takeaways and lessons learned and submit to Canvas at the designated due date
- Send your interview questions via email or social media for asynchronous response
  - take screenshots of your engagement with your interviewee
  - submit a two page summary of responses to the questions asked, including the actual responses by your interviewee and submit to Canvas
  - write a page summary or post 3 minute video response (Flipgrid or other modality) summary of the interview experience citing key takeaways and lessons learned and submit to Canvas at the designated due date

### **International Crime Memo and PSA (Midterm Project 2) - 15 Points - TBD**

#### **Course Schedule**

Session 1 - 1/10 - 1/16

Session 2 - 1/17 - 1/23

Session 3 - 1/24 - 1/30

Session 4 - 1/31 - 2/6

Session 5 - 2/7 - 2/13 (Midterm Project 1 Due 2/13)

Session 6 - 2/14 - 2/20

Session 7 - 2/21 - 2/27

Session 8 - 2/28 - 3/6 -

Session 9 - 3/7 - 3/13

Session 10 - 3/14 - 3/20 (Midterm Project 2 Due 3/20) - (3/18 - Spring 2022 Last Day to Drop a Class - 11:59 p.m.)

Session 11 - 3/21 - 3/27 - SPRING BREAK

Session 12 - 3/28 - 4/3

Session 13 - 4/4 - 4/10

Session 14 - 4/11 - 4/17

Session 15 - 4/18 - 4/24 (Final Project Due 4/24)

Session 16 - 4/25 - 4/28

## **Collaboration Policy**

You are welcome and encouraged to work together in learning the material.

1. **Cite Your Sources:** If you worked with someone on an assignment, or if your submission includes quotes from a book, a paper, or a website, you should clearly acknowledge the source. Bottom line, feel free to use resources that are available to you as long as the use is reasonable and you cite them in your submission. However, copying answers directly or indirectly from solution manuals, web pages, or your peers is certainly unreasonable.
2. **Inspiration is free:** you may discuss homework assignments with anyone. You are especially encouraged to discuss solutions with your instructor and your classmates.
3. **Plagiarism is forbidden:** the assignments and code that you turn in should be written entirely on your own. You should not need to consult sources beyond your textbook, class notes, posted lecture slides and notebooks, programming language documentation, and online sources for basic techniques. Copying/soliciting a solution to a problem from the internet or another classmate constitutes a violation of the course's collaboration policy and the honor code and will result in an F in the course and a trip to the honor council.
4. **When in doubt, ask:** We have tried to lay down some rules and the spirit of the collaboration policy above. However, we cannot be comprehensive. If you have doubts about this policy or would like to discuss specific cases, please ask the instructor. If it has not been described above, you should discuss it with us first.

## **Post and Question Guidance**

Posts and questions about classwork should be content specific and reflect effort on behalf of the student's. Sample questions that are not content specific and hence not appropriate:

- Please tell me how to do #6
- Explain #6
- I'm lost on #6, Help!

Sample questions that are content specific:

- I applied the technique from the video to #6, but I get an answer that is too large, could my loop be incorrect?

- In the video lecture, I understand the algebra steps in #6, but why is  $0! = 1$ ?
- Is anyone else getting different answers to #6? It seems to depend on which method I use. (notice the student is not posting the solution)

**Any post that interferes with fellow student learning or university activities is not acceptable.**

Any posts, regardless of intent, that could cause abuse, obstruction, disruption, or interference with student learning, including posts that are disrespectful, aggressive, distracting or inappropriate, will be saved and deleted at the discretion of the course instructor. Such comments will be reported Student Conduct & Conflict Resolution. Please note that there are many ways a post can interfere with student learning. If you have doubts about your message, please edit. For example, sarcasm doesn't translate well into text and could be a problem. Additionally, calling out specific students' performance or telling others how to do/work around a problem (ie: Hardcoding or providing links to answers)

**Email Guidance**

- Students are responsible for the full text of all class related emails from the instructor.
- Make sure your colorado.edu email settings allow you to see all posts.
- Set aside a time each day to check and READ your email.

**Canvas Information**

**What is Canvas?**

- Like a classroom, it is a place to ask questions, discuss learning strategies, explore related topics, support your classmates, and contribute to the class.
- Like a classroom blackboard, all students must read and follow the instructor posts for course and content information, and announcements.

**How do we use Canvas? - See your class syllabus for details, in general:**

- It is used for participation grading - see your class syllabus for details.
- It is a place to practice professional collaboration strategies.
- Instructors may not reply to all inquiries and let other students answer.
- Many instructors will use Piazza as a reference in the future for a letter of recommendation.

## **What Canvas is not?**

- A 24 hour help desk or answer forum.
- A robot tutor.
- A place for others to completely debug your code.

## **Zoom Information**

What are ZOOM Office Hours?

- It is much like a classroom. It is a place to ask questions, explore further, discussion strategies, explore related topics and support your classmates and contribute to the class. Office hours are optional.

## **How do we use ZOOM Office Hours?**

- Discuss class content directly with the instructor and other students.
- Practice professional collaboration strategies.
- Instructors may use break out groups or/and guide discussions, at their discretion.
- Instructors decide which topics will be discussed based on what will optimize learning.
- Please wear clothes and be aware of your environment.

## **What are ZOOM Office Hours not?**

- Answer forum.
- Tutoring session.
- Instructors cannot help you completely debug your code.
- Instructor may not reply to all inquiries and let other students speak as appropriate.

Please ask your instructor for an “Individual Check-In” for

- Specific unique situations that may be affecting your work or class experience.
- Clarifications of policies and expectations.
- Clarifications of previous email exchanges.

## **Classroom Behavior**

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Conduct & Conflict Resolution policies](#).

## **Requirements for COVID-19**

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policy on [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

CU Boulder currently requires masks in classrooms and laboratories regardless of vaccination status. This requirement is a precaution to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the [Public Health Office](#) (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the [Public Health Office](#) (contacttracing@colorado.edu).

## **Accommodation for Disabilities**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

## **Preferred Student Names and Pronouns**

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

## **Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

## **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. The university will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about university policies, [reporting options](#), and the support resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options. To learn more about reporting and support options for a variety of concerns, visit [Don't Ignore It](#).

## **Religious Holidays**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance.

See the [campus policy regarding religious observances](#) for full details.