

1. BASIC INFORMATION

Course title:	International Terrorism and Organized Crime
Degree programme	Bachelor's Degree in International Relations
School/Faculty	School of Social Sciences
Year	Fourth year
ECTS	6 ECTS
Type	Compulsory
Language(s):	English
Mode	Face-to-face
Semester	First Semester
Academic year	2025/2026
Course coordinator	PhD. Cristina Fernández González

2. PRESENTATION

The course aims to introduce students to the fundamental aspects of international terrorism and organized crime, addressing them from both theoretical and practical perspectives. Through the study of these global phenomena, students will be encouraged to understand their complexity, structural causes, and political, social, and legal implications.

Throughout the course, students will acquire conceptual and analytical tools to identify and examine the main threats related to these forms of criminality, as well as the institutional and multilateral strategies designed to prevent and combat them. Special attention will be given to the international legal framework, cooperation instruments, and public policies adopted by various state and supranational actors.

Furthermore, the course seeks to foster students' critical thinking skills in order to assess the effectiveness and limitations of these policies, with the goal of promoting a comprehensive approach based on human rights, legality, and prevention. The course will combine doctrinal analysis with case studies, encouraging the application of legal and criminological knowledge to real and contemporary situations.

3. COMPETENCIES AND LEARNING OUTCOMES

Basic Competencies

- CB1 – Students demonstrate knowledge and understanding in a field of study that builds upon general secondary education, and is typically at a level that, while supported by advanced textbooks, also includes some aspects involving knowledge from the forefront of their field of study.
- CB2 – Students know how to apply their knowledge to their work or vocation in a professional way and possess the competencies usually demonstrated through the development and defense of arguments and problem-solving within their area of study.
- CB3 – Students have the ability to gather and interpret relevant data (usually within their field of study) to make judgments that include reflection on relevant social, scientific, or ethical issues.
- CB4 – Students can communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.
- CB5 – Students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

Transversal Competencies

- CC10 – Initiative and entrepreneurial spirit: Ability to undertake challenging or risky actions resolutely. Ability to anticipate problems, propose improvements, and persevere in achieving them. Preference for taking on and carrying out activities.
- CC11 – Planning and time management: Ability to set objectives and choose the means to achieve them by using time and resources effectively.
- CC14 – Innovation and creativity: Ability to propose and develop new and original solutions that add value to posed problems, even in areas different from the problem's own context.
- CC4 – Analytical and synthetic thinking: Ability to break down complex situations into their constituent parts; also to evaluate alternative perspectives and find optimal solutions. Synthesis aims to reduce complexity to better understand and/or solve problems.
- CC6 – Oral and written communication: Ability to convey and receive data, ideas, opinions, and attitudes to achieve understanding and action, either orally (using words and gestures) or in writing (using text and/or visual aids).
- CC9 – Interpersonal skills: Ability to relate positively with others through verbal and non-verbal means, using assertive communication—defined as the ability to express or convey what one wants, thinks, or feels without offending or hurting others.

Specific Competencies

- SC17 – Ability to identify analogies and differences among the various actors involved in international relations.
- SC20 – Ability to analyze, interpret, and develop programs and projects aimed at improving aspects related to international security.
- SC21 – Ability to contribute to the design of sustainable development policies that promote equality, reduce poverty, encourage civic participation, and strengthen democratization processes.
- SC22 – Ability to actively propose solutions to specific problems and conflicts, regardless of geopolitical area.

Learning Outcomes

- LO1 – The student will be able to analyze, interpret, and develop programs and projects aimed at improving aspects related to international security.

- LO2 – The student will be able to contribute to the promotion of peace policies and proposals for peaceful conflict resolution.
- LO3 – The student will be able to report, assess, and evaluate facts and situations related to international security.
- LO4 – The student will be able to analyze, interpret, and develop programs and projects aimed at improving aspects related to international security.

A table below shows the correspondence between the competencies developed in the course and the intended learning outcomes.

Competences	Learning Outcomes
CB1, CB5, CC4, CC11, SC20	LO1 – The student will be able to analyze, interpret, and develop programs and projects aimed at improving aspects related to international security.
CB2, CB4, CC10, CC14, CC9, SC22, SC21	LO2 – The student will be able to contribute to the promotion of peace policies and proposals for peaceful conflict resolution.
CB3, CB4, CC6, CC4, SC17	LO3 – The student will be able to report, assess, and evaluate facts and situations related to international security.
CB1, CB2, CC4, CC11, SC20, SC22	LO4 – The student will be able to analyze, interpret, and develop programs and projects aimed at improving aspects related to international security.

4. CONTENTS

- Analysis of major global organized crime phenomena and the specialized instruments used to combat them.
- Overview of the instruments and functions of specialized agencies and state intelligence services.

5. TEACHING-LEARNING METHODOLOGIES

The following teaching and learning methodologies will be applied:

- Case Method
- Cooperative Learning
- Problem-Based Learning (PBL)
- Simulation Environment

6. LEARNING ACTIVITIES

The following types of learning activities will be carried out, along with the corresponding number of student workload hours:

Campus-based modality:

Learning Activity	Number of Hours
Debates and discussions	8 h
Oral presentations	11 h
Tutorials	18 h
Independent work	50 h
Lectures	20 h
Asynchronous lectures	10 h
Case analysis	12 h
Problem solving	15 h
Reports and written assignments	4 h
In-person knowledge tests	2 h
Total	150 h

7. ASSESSMENT

Below are the assessment methods and their respective weightings in the final grade for the course:

Assessment Method	Weight
Knowledge test	40%
Oral presentations	20%
Portfolio	20%
Individual written assignments	20%

Further details regarding the specific assessment tasks, their submission deadlines, and evaluation procedures will be available on the Virtual Campus once you access the course.

7.1. First exam period

To pass the course in the ordinary call, students must achieve a final grade equal to or higher than 5.0 out of 10.0 (weighted average of all assessment components).

In any case, it is mandatory to obtain a minimum grade of 5.0 in the final exam in order for it to be included in the average calculation.

7.2. Second exam period

To pass the course in the extraordinary call, students must achieve a final grade equal to or higher than 5.0 out of 10.0 (weighted average of all assessment components).

As in the ordinary call, a minimum grade of 5.0 in the final exam is required for it to be averaged with the rest of the activities.

Students must resubmit any activities that were not passed during the ordinary call, after receiving the corresponding feedback from the instructor, or submit any tasks that were not delivered.

8. SCHEDULE

This section outlines the schedule with the due dates of the course's assessed activities:

Assessed Activity	Week
Critical reading of a scientific article: opinions on the absence of a concept of international terrorism	Week 3
Viewing of documentary film related to terrorist activity	Week 6
Oral Presentation: Analysis of a real case of organized crime	Week 10
Case Study Analysis: Operations of international organized crime	Week 12
Conference Presentation Preparation: International Congress simulation	Weeks 7 to 10
Final Evaluation Test	Weeks 16–17

This schedule may be subject to change for logistical reasons. Any changes will be duly communicated to students in advance.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- Martini, A. (2021). The UN and counter-terrorism: Global hegemonies, power and identities. Routledge. <http://hdl.handle.net/11531/50066>
- Hameed, U., & Polok, B. (2024). International counterterrorism and organized crime conventions. Cambridge Scholars Publishing

The recommended Bibliography is:

- Fioroni, T., Lavezzi, A. M., & Trovato, G. (2024). Organized crime, corruption, and economic growth. *Journal of Regional Science*. Advance online publication. <https://doi.org/10.1111/jors.12751>

- Paoli, L., Fijnaut, C., & Wouters, J. (2022). Introduction to the nexus between organized crime and terrorism. En L. Paoli, C. Fijnaut, & J. Wouters (Eds.), *The nexus between organized crime and terrorism: Types and responses* (pp. 1–16). Edward Elgar Publishing.
- Dayán, J., & Aguayo, S. (2021). *Defeating Los Zetas: Organized crime, the state and organized society in La Laguna, Mexico, 2007–2014*. El Colegio de México.
- Alshdaifat, S. A. (2016). *International law and the use of force against terrorism*. Cambridge Scholars Publishing.
- Guler, A., Onat, I., & Bastug, M. F. (2025). Deconstructing Fears of Terrorism: A Comparison between Fear from Domestic and International Terrorist Groups. *Terrorism and political violence*, 37(4), 441-457.
- Davies, S., Engström, G., Pettersson, T., & Öberg, M. (2024). Organized violence 1989–2023, and the prevalence of organized crime groups. *Journal of Peace Research*, 61(4), 673-693.
- Di Cataldo, M., & Mastrococco, N. (2022). Organized crime, captured politicians, and the allocation of public resources. *The Journal of Law, Economics, and Organization*, 38(3), 774-839.
- United Nations. (2000). *United Nations Convention against Transnational Organized Crime and the Protocols thereto*. <https://www.unodc.org/unodc/en/organized-crime/intro/UNTOC.html>
- European Parliament & Council of the European Union. (2024). *Directive (EU) 2024/1260 of the European Parliament and of the Council of 24 April 2024 on asset recovery and confiscation*. Official Journal of the European Union, L 1260, 1–28. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32024L1260>

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

The Educational Guidance, Diversity and Inclusion Unit (ODI) supports students throughout their academic journey to help them achieve their goals. Key pillars of this service include inclusion of students with specific educational support needs, universal accessibility across university campuses, and equal opportunities for all.

This Unit offers students:

1. Academic guidance and follow-up, through personalized support plans and advising sessions for students who need to improve their academic performance.
2. Diversity support, including non-significant curricular adaptations (in methodology and assessment) for students with specific educational support needs, ensuring equal opportunities for all.
3. Extracurricular training resources to help students develop personal and professional competencies.
4. Vocational guidance, offering tools and advising sessions for students who are unsure about their degree choice or considering a change.

Students who need academic support can contact:

orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to identify strengths and areas for improvement regarding faculty, academic programs, and the teaching-learning process.

The surveys will be available in your Virtual Campus survey space or via email.

Your feedback is essential to improve the quality of the degree program.

Thank you for your participation!