

## 1. BASIC DETAILS

<b>Subject</b>	International Terrorism and Organized Crime
<b>Qualification</b>	Bachelor's Degree in International Relations
<b>School/Faculty</b>	Economics, Business, and Communication Sciences
<b>Year</b>	Fourth
<b>ECTS</b>	6 ECTS
<b>Type</b>	Mandatory
<b>Language(s)</b>	English
<b>Modality</b>	Campus-based
<b>Semester</b>	S8
<b>Academic year</b>	2025/2026
<b>Coordinating professor</b>	PhD Beatriz Gutiérrez López

## 2. PRESENTATION

Changes in the world over the past three decades have given way to a new scenario where non-state actors have taken advantage of an environment in which information technologies facilitate communications and business. In this context the two classic phenomena of terrorism and organized crime have acquired new forms under new structures. They are now more widespread and, in particular, more internationalized, with a high potential to destabilize the international system. This subject will focus on studying the development of these two international threats, their evolution and the main international responses for their prevention and control.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Basic competencies:

- BC1: Students have demonstrated knowledge and understanding in the field of study based on general secondary education and, although they are aided by advanced textbooks, this also includes certain aspects that require cutting-edge knowledge in their field of study.
- BC3: Students are able to gather and interpret relevant information (normally within their area of study) to make judgments, including reflecting on significant social, scientific or ethical issues.
- BC4: Students can convey information, ideas, problems and solutions to a specialist and non-specialist audience.

### Cross-cutting competencies:

- CC7: Awareness of ethical values. Ability to think and act according to universal principles based on valuing people in a way that aims at the development of their full potential and which involves a commitment to certain social values.
- CC8: Handling information. Ability to search, select, analyze and integrate information from various sources.

- CC12: Critical reasoning. Ability to analyze an idea, phenomenon or situation from different perspectives and take a personal approach to it, built on rigor and argued objectivity, and not on intuition.
- CC13: Problem solving. Ability to find a solution to a confusing issue or a complicated situation without a predefined solution that is hindering the attainment of an end.

#### **Specific competencies:**

- SC3: Knowledge of how to make use of research techniques to identify problems.
- SC4: Knowledge and understanding of the role of international organizations today. Their functions, objectives and internal organization.
- SC15: Ability to make use of different sources and channels of information.

#### **Learning outcomes:**

- LO1: Students will be able to analyze, interpret and develop programs and projects aimed at improving aspects related to international security.
- LO2: Students will be able to contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.
- LO3: Students will be able to inform, evaluate and assess facts and situations related to international security.
- LO4: Students will be able to analyze, interpret and develop programs and projects aimed at improving aspects related to international security.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Competencies	Learning outcomes
BC1, BC4, CC13, SC3, SC4	LO1: Students will be able to analyze, interpret and develop programs and projects aimed at improving aspects related to international security.
CC7, CC12, CC13, SC4	LO2: Students will be able to contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.
BC1, BC3, CC8, CC12, SC15	LO3: Students will be able to inform, evaluate and assess facts and situations related to international security.
BC1, BC4, CC13, SC3, SC4	LO4: Students will be able to analyze, interpret and develop programs and projects aimed at improving aspects related to international security.

## **4. CONTENTS**

- Evolution of the concept of security in international society.
- Contemporary paradigms and theories of international relations from bipolarity to multipolarity.
- The origin and evolution of terrorism.
- The sociology of terrorism. Types of terrorist groups.
- Al Qaeda.
- Resources and tools in the fight against terrorism: military and police.

- Intelligence services as a preventive element.
- Concept and evolution of organized crime: national and transnational groups and links with terrorist groups (narcoterrorism).
- National agencies in the fight against organized crime: CICO, specialized FCSE and regional units.
- International organizations in the fight against organized crime.
- Protection and prevention of attacks against critical infrastructures.
- Technological tools and elements in the fight against organized crime and cybercrime.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies to be applied are as follows:

- Case-based methodology
- Cooperative learning
- Problem-based learning
- Master classes

## 6. EDUCATIONAL ACTIVITIES

Each of the educational activities to be carried out together with the number of hours students will dedicate to it is described below:

### Campus-based modality:

Educational activity	Number of hours
Master classes	30
Asynchronous master classes	12
Academic tutorials	10
Activities based on the development of ethical values and social responsibility.	25
Independent work	43
Knowledge integration test	5
Analysis and integration of the theoretical-practical contents of the subject with the current subject with the present time.	25
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

The assessment systems, as well as their weight in the total grade of the subject, are listed below:

### Campus-based modality:

Assessment system	Weighting
Evaluation of the participation in face-to-face classes, seminars, or work presentations that are called. In this type of teaching, new technologies are also applied, and the development that allows the use of a Virtual Campus. For this reason, the student's participation in discussion forums that the professor of the subject may convene, or the viewing of videos, will be part of the evaluation.	30%
Evaluation of activities and individual work.	10%
Evaluation of group work.	10%
Evaluation exercises through knowledge tests of theoretical character (with open questions on a topic, or objective and direct questions on a specific aspect of the subject, or objective questions type test) or practical (with problems or cases to solve, to give an answer to it, reflecting in a practical way, the theoretical and practical knowledge of the subject).	50%

When you access the subject in the Virtual Campus, you will be able to consult in detail the assessed assignments that you must perform, as well as the submission dates and the assessment procedures for each of them.

Observations on the evaluation system:

- The continuous evaluation system will be applied per subject throughout the different Learning Units, weighting and assessing in an integral way the results obtained by the student through the indicated evaluation procedures.
- The evaluation concludes with a recognition of the level of learning achieved by the student and is expressed in numerical grades, in accordance with the provisions of current legislation.

### 7.1. First exam sitting

In order to pass the subject at the first exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 5 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

### 7.2. Second exam sitting

In order to pass the subject at the second exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 5 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

Any assignments not passed at the first exam sitting must be resubmitted after having received the corresponding corrections by the professor, as well as any that were not submitted.

## 8. SCHEDULE

This section indicates the schedule with submission dates for the subject's assessed assignments:

Assessed assignments	Date
Case study analysis 1	Week 8
Final research project	Week 15
Simulation exercise	Week 18
Final test	Week 18

This schedule may be modified for logistical reasons related to the assignments. Any modification will be notified to the student in a timely manner.

## 9. BIBLIOGRAPHY

The recommended bibliography is as follows:

- Kilcullen, D.: "Countering Global Insurgency", Small Wars Journal, 2007.
- "The accidental guerrilla", Oxford University Press, Oxford, 2011.
- Moghadam, A.: "The globalization or martyrdom", Oxford University press, 2005
- O'Neill, B.: "Insurgency and terrorism: From Revolution to apocalypse", Potomac Books, 2005.
- Sageman, M.: "Understanding terror networks", University of Pennsylvania Press, 2004.
- Schmid, A. (Ed.) "Handbook of terrorism prevention and preparedness", ICCT Press, 2021.
- VV.AA. "The Palgrave Handbook of global counterterrorism policy", Palgrave MacMillan, 2017.
- Varese, F.: "Mafias on the move. How organized crime conquers new territories", Princeton University Press, 2011.

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.

3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11. SATISFACTION SURVEYS**

Your opinion matters!

The Universidad Europea encourages you to participate in our satisfaction surveys designed to identify strengths and areas for improvement regarding teaching staff, degree programs and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via your email.

Your opinion is needed to improve the quality of the degree.

Thank you very much for your participation.