



**Universität  
Zürich** <sup>UZH</sup>

# **Corruption and Organized Crime**

Course Document

Dr. Andrii Biletskyi

## **INTRODUCTION**

Corruption and organized crime are two of the most significant challenges faced by governments, international organizations, and civil societies across the globe. Both phenomena undermine public trust, erode the rule of law, distort economic development, and destabilize political institutions. Corruption facilitates organized crime by enabling criminal organizations to operate with impunity, while organized crime exacerbates corruption by infiltrating the public and private sectors. Together, they pose a significant threat to global development, governance, and economic stability. This course addresses the urgent need for well-informed professionals who are equipped with the knowledge, skills, and tools necessary to combat both corruption and organized crime effectively. By exploring international and European anti-corruption standards and practices, students will be better prepared to contribute to ethical governance, transparency, and accountability in a variety of sectors. Throughout the course, students will examine key international and European legal frameworks, including conventions, treaties, and policies aimed at preventing and combating corruption and organized crime. The course will also focus on the roles and functions of major intergovernmental organizations, such as the United Nations, the European Union, and the World Bank, as well as the best practices of individual countries and regions. By understanding the policies and practical measures implemented worldwide, students will develop a comprehensive understanding of the global anti-corruption and anti-organized crime landscape, emphasizing the importance of transparency, accountability, and good governance in building resilient societies.

The **objectives** of the course are:

- Understand key concepts and definitions related to corruption and organized crime, including their causes, consequences, and characteristics.
- Analyze international and European legal frameworks, such as the UNCAC, OECD Anti-Bribery Convention, and UNTOC.
- Identify the roles of major international organizations (e.g., IMF, World Bank, GRECO) in combating corruption and organized crime.
- Examine best practices in anti-corruption and anti-organized crime strategies, including sector-specific and law enforcement approaches.
- Develop critical thinking skills to evaluate the effectiveness of anti-corruption and anti-organized crime measures and suggest improvements.

## **COURSE LECTURER**

Dr. Andrii Biletskyi – [andrii.biletskyi@uzh.ch](mailto:andrii.biletskyi@uzh.ch)

## **TEACHING METHOD**

This course will be delivered in 14 Lectures.

## **COURSE ASSESSMENT**

This course will be assessed using an alternative assessment method, namely, a written essay (final project). Submitting the essay does not automatically guarantee a passing grade. All essays will be reviewed by the lecturer, and the assessment will take into account the quality of analysis, argumentation, use of sources, and adherence to academic standards. Each submission will also undergo plagiarism and generative AI checks to ensure academic integrity.

Activity during classes and attendance may be taken into account as bonuses when evaluating the course. During the course, students may be asked to complete short in-class or take-home tasks, either individually or in groups. These activities are designed to reinforce the lecture content, encourage active participation, and prepare students for subsequent classes.

## **COURSE MATERIALS**

- Course materials will be available on OLAT

## **COURSE TEXTS**

Each topic will contain a list of recommended reading. Students are free to choose and read other relevant literature on the topic.

## **FINAL PROJECT**

As part of this course, each student will be required to submit a **final project paper** (10 to 15 pages/ up to 7,500 words) that explores an issue related to corruption or organized crime. The topic of the project is to be chosen by the student, based on their personal interests and academic background. The topic could be discussed with the lecturer.

The **goal of the final project** is twofold:

- *Research and exploration*: this assignment provides you with an opportunity to conduct original research on a topic connected to corruption and organized crime. You are expected to dive deeply into a single, focused issue or question, explaining why it is relevant, innovative, or challenging within the context of corruption or organized crime studies.
- *Connecting course content to personal interests*: the project allows you to bridge your course learnings with your own academic interests. You will select a topic that aligns with your studies and enables you to apply the concepts discussed in class to real-world examples or case studies.

If you are unsure about selecting a topic or need assistance in narrowing down your focus, you may consult with the course lecturer for guidance.

When writing your project, it is recommended to use relevant literature on your chosen topic (books, journal articles, electronic databases, reports from international and national organizations (both governmental and non-governmental)). To improve the quality of your project, it is also recommended to collect and analyze statistical data, thematic studies, survey results, etc. (if available).

**The project must:**

- Identify, scope, introduce, and state the significance of the research project;
- Critically analyze and explore relevant issues;
- Structure and weight relevant issues;
- Develop alternative strategies and recommendation for reform;
- Communicate clearly and efficiently in a written paper;
- Conduct in-depth research using relevant information and literature of highest quality;

- The essay should be 10–15 pages in length, which typically corresponds to up to 7,500 words. Students are not required to reach the maximum word count or page length; the focus should be on presenting a well-researched and coherent analysis;
- Formal requirements: 12pt, Times New Roman, double-spaced, 1-inch margins.

Students are encouraged to consult the following document as a guideline for writing a high-quality paper: [Quality Criteria for Papers](#). It provides useful recommendations on structure, argumentation, and academic standards that should be considered when preparing the final project.

**Submission deadline:** All final projects must be submitted online by sending it to the course lecturer email ([andrii.biletskyi@ius.uzh.ch](mailto:andrii.biletskyi@ius.uzh.ch)) with the subject “*Final project\_name*”

Final projects are subject to plagiarism and use of the generative artificial intelligence check. Any use of the generative AI must be indicated. If generative AI was NOT used, the student must place the specified message at the end of their work:

*‘I hereby declare that I carried out this work independently and without the use of unauthorized aids (generative AI tools are also aids). I am aware that I bear full responsibility for the selection (delete if specifications were given on generative AI tools), adoption and results of the AI-generated outputs I used. I also declare that all use of generative AI is fully disclosed. I have listed the generative AI tools used along with their product names in the list of aids and resources (modify if there is no list of aids and resources).’*

If generative AI was used, the student must indicate the specific AI tools used, the type of content generated (e.g., text, data analysis, summaries), and how the AI was integrated into the project. The student must include a clear statement within the final project indicating the use of generative AI, as well as a detailed description of the tasks performed by the AI, specifying whether it was used for drafting, idea generation, data processing, or any other purpose. The student is also required to include the names of the generative AI tools used in the list of aids and resources section of the project. Failure to properly disclose the use of generative AI will be considered a violation of academic integrity. You can find the principles of using the generative AI [here](#).

The following table outlines the date and topic of all lectures taught in this course.

<b>Lesson</b>	<b>Topic</b>
<b>1</b>	Corruption and Organized Crime: Course Introduction What is corruption?
<b>2</b>	Causes and Consequences of Corruption. Corruption in Different Sectors.
<b>3</b>	Anti-Corruption Instruments: Anti-Corruption Authorities
<b>4</b>	Anti-Corruption Instruments: Asset Declarations, Conflict of Interests, Politically Exposed Persons, Whistleblowers Protection and etc.
<b>5</b>	Anti-Corruption Instruments: Asset Declarations, Conflict of Interests, Politically Exposed Persons, Whistleblowers Protection and etc. II
<b>6</b>	International and European Anti-Corruption Frameworks
<b>7</b>	Best Sector-Specific Practices in Anti-Corruption: Public Procurement and Civil Society Engagement.
<b>8</b>	Organized Crime: Concepts and Theoretical Approaches.
<b>9</b>	Models of Organized Crime Groups: Structure and Operations
<b>10</b>	Causes of the Development of Organized Crime. Historical Roots of the Organized Crime
<b>11</b>	Markets and Activities of the Organized Crime
<b>12</b>	International Legal Frameworks for Tackling Organized Crime
<b>13</b>	Anti-Organized Crime Policies: Institutions, Civil Society and Media
<b>14</b>	Reserve/ Q & A

## Lecture 1: Corruption and Organized Crime: Course Introduction. What is corruption?

This lecture will provide students with an outline of the structure, aims, and objectives of the course. In this first lecture, we will focus on understanding what corruption is. Students will be introduced to the concept of corruption, exploring its various definitions and forms, such as bribery, nepotism, and embezzlement. This lecture will provide a foundational understanding of corruption, giving students the tools to begin thinking critically about its role in society.

### Learning aims:

- Define corruption and understand its key characteristics, including its various forms (e.g., bribery, embezzlement, nepotism).
- Familiarize students with the broad concept of corruption, providing an initial framework for later discussions on its causes and consequences.
- Understand the significance of corruption as a concept, laying the groundwork for more in-depth exploration of its societal and institutional impacts in future lectures.

### Readings:

1. Dupuy, K. (n.d.). Functionalist and rational choice theories of corruption. U4 Anti-Corruption Resource Centre. <https://www.u4.no/functionalist-and-rational-choice-theories-of-corruption>
2. Groenendijk, N. (1997). A principal-agent model of corruption. *Crime, Law and Social Change*, 27(3), 207–229. <https://doi.org/10.1023/A:1008267601329>
3. Heywood, P. M. (2017). Rethinking corruption: Hocus-pocus, locus and focus. *The Slavonic and East European Review*, 95(1), 21–48. <https://doi.org/10.5699/slaveasteurorev2.95.1.0021>
4. Jain, A. K. (2001). Corruption: A review. *Journal of Economic Surveys*, 15(1), 71–121. <https://doi.org/10.1111/1467-6419.00133>
5. Kaufmann, D., & Vicente, P. C. (2005). Legal corruption. SSRN. <https://ssrn.com/abstract=829844>
6. Klitgaard, R. (1998). International cooperation against corruption. *Finance & Development*, 35(1), 1–4. <https://www.imf.org/external/Pubs/FT/fandd/1998/03/pdf/klitgaar.pdf>
7. Mungiu, A. (2006). Corruption: Diagnosis and treatment. *Journal of Democracy*, 17(3), 86–99. <https://doi.org/10.1353/jod.2006.0050>
8. Rose-Ackerman, S., & Palifka, B. J. (2016). What is corruption and why does it matter? In *Corruption and government: Causes, consequences, and reform* (pp. 3–48). Cambridge University Press.
9. Transparency International. (n.d.). *What is corruption?* Retrieved September 5, 2025, from <https://www.transparency.org/en/what-is-corruption>
10. Wedel, J. (2012). Rethinking corruption in an age of ambiguity. *Annual Review of Law and Social Science*, 8, 453–498. <https://ssrn.com/abstract=2169153> or <http://dx.doi.org/10.1146/annurev.lawsocsci.093008.131558>

### Questions to consider:

1. What are the different forms of corruption, and how do they differ from one another?
2. Why is it important to define corruption accurately, and what are the challenges in doing so?
3. How do definitions of corruption vary across different cultures and legal systems?
4. In what ways can the presence of corruption affect the functioning of institutions and public trust?
5. Can corruption ever be justified in certain contexts? If so, under what circumstances?

## Lecture 2: Causes and Consequences of Corruption. Corruption in Different Sectors

This lecture will focus on the causes and consequences of corruption, providing students with a deeper understanding of why corruption occurs and its impact on society, the economy, and governance. We will examine the social, political, and economic factors that enable corruption, such as weak institutions, lack of transparency, and economic inequality. The lecture will also explore the consequences of corruption, including the erosion of public trust, economic inefficiencies, and the undermining of the rule of law. Additionally, the lecture will consider corruption in different sectors, such as politics, education, healthcare, and business, and how corruption manifests in these areas. This will allow students to appreciate the multifaceted nature of corruption and the challenges it presents in various contexts.

### Learning aims:

- Analyze the causes of corruption.
- Examine the consequences of corruption, focusing on its impact on governance, economic development, and public trust.
- Understand how corruption manifests in different sectors, including politics, education, healthcare, and business.
- Evaluate the broader societal and institutional implications of corruption in various contexts.

### Readings:

1. Azfar, O., Lee, Y., & Swamy, A. (2001). The causes and consequences of corruption. *The Annals of the American Academy of Political and Social Science*, 573(1), 42–56. <https://doi.org/10.1177/000271620157300103>
2. Cooley, A., Heathershaw, J., & Sharman, J. C. (2018). The rise of kleptocracy: Laundering cash, whitewashing reputations. *Journal of Democracy*, 29(1), 39–53.
3. Graf Lambsdorff, J. (2006). Causes and consequences of corruption: What do we know from a cross-section of countries? In *International handbook on the economics of corruption* (Chapter 1). Edward Elgar Publishing. <https://doi.org/10.4337/9781847203106.00007>
4. Karklins, R. (2002). Typology of post-communist corruption. *Problems of Post-Communism*, 49(4), 22–32. <https://doi.org/10.1080/10758216.2002.11655515>
5. Philp, M. (2015). The definition of political corruption. In P. Heywood (Ed.), *Routledge handbook of political corruption* (pp. 17–29). Routledge.
6. Rothstein, B., & Teorell, J. (2015). Causes of corruption. In P. M. Heywood (Ed.), *Routledge handbook of political corruption*. Routledge.
7. Uslaner, E. M. (2015). The consequences of corruption. In P. M. Heywood (Ed.), *Routledge handbook of political corruption*. Routledge.

### Required Tasks:

- For this lecture, please familiarize yourself with the following movies: “[American Hustle](#)” and “[Bad Education](#)”

### Questions to consider:

1. What are the main factors that contribute to the development of corruption in both public and private sectors?
2. How does corruption in one sector (e.g., politics) affect other sectors (e.g., business, healthcare)?
3. What are the short-term and long-term consequences of corruption for a society?
4. How can the consequences of corruption be measured or observed in different contexts?
5. Why do some countries or sectors seem to have more widespread corruption than others?

## Lecture 3: Anti-Corruption Instruments: Anti-Corruption Authorities

This lecture will focus specifically on anti-corruption authorities (ACAs), exploring the essential prerequisites for establishing these institutions, their organizational models, and real-world examples from different countries. Students will learn about the key features that make an anti-corruption authority effective, including its independence, legal framework, and operational scope. The lecture will also examine various models of ACAs in different countries, comparing their structures and assessing their successes and challenges in fighting corruption. Through case studies, students will gain insights into how ACAs function in practice and the role they play in addressing corruption on both a national and international level.

### Learning aims:

- Understand the prerequisites for establishing anti-corruption authorities, including legal, institutional, and political considerations.
- Examine different models of anti-corruption authorities around the world and assess their effectiveness.
- Analyze case studies of ACAs in different countries to understand the practical challenges and successes in combating corruption.
- Evaluate the strengths and weaknesses of various ACA structures in achieving their anti-corruption objectives.

### Readings:

1. El Seblan, A. (2012). Anti-corruption agencies: Concepts, issues and lessons learned. In A. El Seblan (Ed.), *United Nations Development Programme—Regional Project on Anti-Corruption and Integrity in Arab Countries* (pp. 3–23). New York, NY: United Nations Development Programme.
2. Biletskyi, A. (2025). *Integrity councils in Ukraine: Lessons learned* (U4 Issue 2025:3). Bergen: U4 Anti-Corruption Resource Centre, Chr. Michelsen Institute.
3. Gunjic, I. (2022). *Albania's special courts against corruption and organised crime*. Bergen: U4 Anti-Corruption Resource Centre, Chr. Michelsen Institute (U4 Brief 2022:1)
4. Meagher, P. (2004). *Anti-corruption agencies: A review of experience*. College Park, MD: IRIS Center.
5. OECD. (2013). *Specialised anti-corruption institutions: Review of models* (2nd ed.). OECD Publishing. <https://doi.org/10.1787/9789264187207-en>
6. Schütte, S. (2015). *The fish's head: Appointment and removal procedures for anti-corruption agency leadership* (U4 Issue 2015:12). Chr. Michelsen Institute.
7. Stephenson, M., & Schütte, S. (2022). *Specialised anti-corruption courts – A comparative mapping: 2022 update* (U4 Issue 2022:14). Chr. Michelsen Institute.
8. The Colombo Commentary on the Jakarta Statement on Principles for Anti-Corruption Agencies. (n.d.). Retrieved September 5, 2025, from <https://shorturl.at/3qGwe>

### Questions to consider:

1. What are the key prerequisites for establishing an anti-corruption authority?
2. How do different models of anti-corruption authorities vary in terms of their independence, structure, and mandates?
3. What are some examples of successful anti-corruption authorities, and what factors contributed to their success?
4. What challenges do anti-corruption authorities face in practice, and how can they overcome them?
5. How can the design and operation of an anti-corruption authority be improved to enhance its impact on corruption?

## Lectures 4 & 5: Anti-Corruption Instruments: Asset Declarations, Conflict of Interests, Politically Exposed Persons, Whistleblowers Protection and etc.

These lectures will focus on the specific legal tools used to combat corruption. Students will explore various mechanisms that help detect, prevent, and punish corruption, including asset declarations, conflict of interest regulations, monitoring of politically exposed persons (PEPs), whistleblower protection and etc. These lectures will provide an in-depth analysis of how these legal tools function in practice, their strengths and weaknesses, and the challenges faced in their implementation. Through real-world examples and case studies, students will understand the role of these instruments in promoting transparency and accountability in both public and private sectors.

### Learning aims:

- Understand the function and importance of legal tools such as asset declarations, conflict of interest regulations, PEP monitoring, and whistleblower protection in the fight against corruption.
- Examine the practical application of these tools in different legal systems and sectors, analyzing their effectiveness and limitations.
- Evaluate the role of whistleblower protection in encouraging the reporting of corruption and protecting those who expose corrupt practices.
- Assess the impact of monitoring Politically Exposed Persons (PEPs) and implementing conflict of interest regulations in reducing corruption risks.

### Readings:

1. Gong, T., & Scott, I. (2015). Conflicts of interest and ethical decision-making. In *Ethics in public policy and management: A global research companion* (p. 257). Routledge.
2. Graycar, A., & Jancsics, D. (2017). Gift giving and corruption. *International Journal of Public Administration*, 40(12), 1013–1023. <https://doi.org/10.1080/01900692.2016.1177833>
3. OECD. (2011). *Asset declarations for public officials: A tool to prevent corruption*. OECD Publishing. <https://doi.org/10.1787/9789264095281-en>
4. OECD. (2016). *Committing to effective whistleblower protection*. OECD Publishing. <https://doi.org/10.1787/9789264252639-en>
5. Haigh, R., & Bowal, P. (2012). Whistleblowing and freedom of conscience: Towards a new legal analysis. *Dalhousie Law Journal*, 35(1), 89–120.
6. Transparency International. (2015). *Income and asset disclosure topic guide*. Retrieved September 5, 2025, from <https://knowledgehub.transparency.org/guide/topic-guide-on-interest-and-asset-disclosure/5361>

### Questions to consider:

1. How do asset declarations help in detecting and preventing corruption, and what challenges arise in implementing them?
2. What is the role of conflict of interest regulations in preventing corruption, and how are they enforced in practice?
3. How can the monitoring of politically exposed persons (PEPs) be made more effective in combating corruption?
4. Why is whistleblower protection considered a key legal tool in fighting corruption, and what legal safeguards are necessary to protect whistleblowers?
5. What other legal instruments could be employed to further strengthen anti-corruption efforts at both national and international levels?

## Lecture 6: International and European Anti-Corruption Frameworks

This lecture will provide an overview of the key international and European anti-corruption frameworks. Students will learn about the United Nations Convention Against Corruption (UNCAC) and the OECD Anti-Bribery Convention, as well as the Council of Europe's conventions and EU anti-corruption policies and directives. The lecture will explore the main provisions and objectives of these conventions, their enforcement mechanisms, and the role of international cooperation in addressing corruption. Emphasis will be placed on how these global and regional frameworks complement each other and support the fight against corruption on an international scale.

### Learning aims:

- Understand the core provisions of the UNCAC and OECD Anti-Bribery Convention, including their role in shaping global anti-corruption standards.
- Examine the Council of Europe's conventions and EU anti-corruption directives, focusing on their contributions to regional anti-corruption efforts.
- Evaluate the enforcement and compliance mechanisms for both international and European frameworks.
- Explore the interaction between international and regional anti-corruption instruments and their combined impact on global anti-corruption efforts.

### Readings:

1. Bauhr, M., & Nasiritousi, N. (2012). How do international organizations promote quality of government? Contestation, integration, and the limits of IO power. *International Studies Review*, 14(4), 541–566.
2. Council of Europe. (1999). *Civil law convention on corruption*. <https://www.coe.int/en/web/corruption>
3. Council of Europe. (1999). *Criminal law convention on corruption*. <https://www.coe.int/en/web/corruption>
4. OECD. (1997). *Convention on combating bribery of foreign public officials in international business transactions* (OECD/LEGAL/0293). <https://www.oecd.org/daf/anti-bribery/convention/>
5. United Nations. (2003). *United Nations Convention against Corruption*. <https://www.unodc.org/unodc/en/corruption/convention.html>

### Questions to Consider:

1. What are the main objectives of the UNCAC and the OECD Anti-Bribery Convention, and how do they promote global anti-corruption efforts?
2. How do the anti-corruption conventions of the Council of Europe and EU directives complement international frameworks like UNCAC?
3. What are the enforcement mechanisms associated with these conventions, and how effective are they in ensuring compliance?
4. How can international and regional cooperation in anti-corruption strengthen the global fight against corruption?
5. What challenges exist in implementing these frameworks at the national level, and how can they be overcome?

## Lecture 7: Best Sector-Specific Practices in Anti-Corruption: Public Procurement and Civil Society Engagement

This lecture will focus on best practices for combating corruption within specific sectors, with a particular emphasis on public procurement and civil society engagement. Students will explore how corruption can undermine procurement processes and hinder economic development, as well as how transparency, accountability, and strong regulations can reduce these risks. The lecture will also cover the critical role of civil society organizations in promoting anti-corruption efforts, advocating for transparency, and holding both public and private sectors accountable. Through case studies, students will gain insight into how various countries and organizations have successfully implemented anti-corruption strategies in these sectors.

### Learning aims:

- Understand the role of public procurement in fostering corruption and the importance of implementing transparent, accountable practices.
- Examine best practices in public procurement processes.
- Evaluate the contribution of civil society in promoting anti-corruption measures and advocating for transparency in both the public and private sectors.
- Analyze successful case studies of anti-corruption initiatives in public procurement and civil society engagement.

### Readings:

1. Adam, I., & Fazekas, M. (2021). Are emerging technologies helping win the fight against corruption? A review of the state of evidence. *Information Economics and Policy*, 57, 100950. <https://doi.org/10.1016/j.infoecopol.2021.100950>
2. della Porta, D., & Mattoni, A. (2021). Civil society against corruption. In A. Bågenholm et al. (Eds.), *The Oxford handbook of the quality of government* (online ed.). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780198858218.013.15>
3. Maslen, C. (2024). *The role of civil society organisations in countering transnational corruption*. U4 Anti-Corruption Resource Centre, Transparency International.
4. Mungiu-Pippidi, A. (2013). Controlling corruption through collective action. *Journal of Democracy*, 24(1), 101–115. <https://doi.org/10.1353/jod.2013.0012>
5. Rose-Ackerman, S., & Palifka, B. J. (2016). Corruption in procurement and privatization. In *Corruption and government: Causes, consequences, and reform* (pp. 93–125). Cambridge University Press.
6. Williams, S., & Tillipman, J. (Eds.). (2024). *Routledge handbook of public procurement corruption* (1st ed.). Routledge. <https://doi.org/10.4324/9781003220374>: Chapters 1 and 2;

### Questions to Consider:

1. How does corruption typically manifest in public procurement processes, and what are the consequences for both government and society?
2. What are the most effective strategies for ensuring transparency and accountability in public procurement?
3. How can civil society organizations help to combat corruption in both public procurement and broader governance?
4. What challenges do civil society organizations face when engaging in anti-corruption advocacy, and how can these be overcome?
5. Can you identify any successful case studies where public procurement practices or civil society involvement significantly reduced corruption?

## Lecture 8: Organized Crime: Concepts and Theoretical Approaches

This lecture will explore the core concepts of organized crime, focusing on its definition and the various theoretical frameworks used to understand its nature and dynamics. Students will be introduced to the key debates around what constitutes organized crime, and the different theoretical approaches that scholars and practitioners use to define and study it. The lecture will cover both traditional and modern perspectives, analyzing how organized crime is understood in different contexts, including its economic, social, and political dimensions. By the end of the lecture, students will be able to critically assess various definitions and theories of organized crime and understand how these frameworks are applied in real-world situations.

### Learning aims:

- Understand the core concepts of organized crime and its distinguishing features from other forms of criminal activity.
- Explore different theoretical approaches to defining and studying organized crime, including economic, sociological, and criminological perspectives.
- Critically assess the strengths and weaknesses of various theories and definitions of organized crime.

### Readings:

1. Finckenauer, J. O. (2005). Problems of definition: What is organized crime? *Trends in Organized Crime*, 8(1), 63–83. <https://doi.org/10.1007/s12117-005-1038-4>
2. Hagan, F. E. (2006). “Organized crime” and “organized crime”: Indeterminate problems of definition. *Trends in Organized Crime*, 9(2), 127–137. <https://doi.org/10.1007/s12117-006-1017-4>
3. Paoli, L. (2002). The paradoxes of organized crime. *Crime, Law and Social Change*, 37, 51–97. <https://doi.org/10.1023/A:1013355122531>
4. Paoli, L. (Ed.). (2014). *The Oxford handbook of organized crime*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199730445.001.0001>: Chapters 1 and 2.
5. Varese, F. (2017). *What is organized crime?* <https://federicovarese.com/wp-content/uploads/2019/07/varese-2017-redefining-organised-crime-03.pdf>

### Questions to consider:

1. What are the defining characteristics that differentiate organized crime from other forms of criminal activity?
2. How do different theoretical frameworks (e.g., economic, sociological, criminological) contribute to the understanding of organized crime?
3. What challenges arise in defining organized crime, and how do these challenges affect law enforcement and policy-making?
4. How do the definitions of organized crime differ across countries and legal systems?
5. To what extent do different theoretical approaches help in understanding the global impact of organized crime?

## Lecture 9: Models of Organized Crime Groups: Structure and Operations

This lecture will explore different models of organized crime and focus on key organized crime groups around the world, such as the Italian Mafia, Italian-American Mafia, Russian Mafia, Yakuza, Triads, and others. Students will examine how these groups are structured (hierarchical, network-based, and hybrid models) and the methods they use to maintain control and profitability. The lecture will also address the operational tactics and strategies employed by these groups, such as money laundering, extortion, and corruption. By reviewing case studies and real-world examples, students will gain insight into both the organizational dynamics of these groups and the complexities law enforcement faces in dismantling them.

### Learning aims:

- Understand the different models of organized crime, including hierarchical, network-based, and hybrid models, and how these structures influence the operations of organized crime groups.
- Identify key organized crime groups (e.g., Italian Mafia, Italian-American Mafia, Russian Mafia, Yakuza, Triads) and examine their distinctive organizational features and methods of operation.
- Evaluate the tactics and strategies used by organized crime groups to maintain their power and expand their influence, including money laundering, coercion, and corruption.
- Analyze the challenges faced by law enforcement in addressing the unique characteristics and global reach of various organized crime groups.

### Readings:

1. Le, V. (2012). Organised crime typologies: Structure, activities and conditions. *International Journal of Criminology and Sociology*, 1, 12–23. <https://doi.org/10.6000/1929-4409.2012.01.12>
2. Maltz, M. D. (1976). On defining "organized crime": The development of a definition and a typology. *Crime & Delinquency*, 22(3), 338–346. <https://doi.org/10.1177/001112877602200306>
3. Paoli, L. (Ed.). (2014). *The Oxford handbook of organized crime*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199730445.001.0001>: Chapters 5-16
4. von Lampe, K. (2016). *Organized crime* (Chs. 5–7). SAGE Publications, Inc. <https://doi.org/10.4135/9781506305110>: Chapter 5-7

### Questions to consider:

1. How do the structural models (hierarchical, network-based, and hybrid) of organized crime groups impact their operations and longevity?
2. What are the distinctive features and activities of groups like the Italian Mafia, Russian Mafia, and Yakuza, and how do these shape their influence in different regions?
3. What are the key differences between traditional criminal organizations like the Mafia and modern, transnational crime syndicates such as the Triads?
4. What challenges do law enforcement agencies face in combating organized crime, given the different models of organization and global reach of these criminal groups?

## Lecture 10: Causes of the Development of Organized Crime. Historical Roots of the Organized Crime

This lecture will explore the historical roots of organized crime, focusing on the social, economic, and political factors that have contributed to the rise and expansion of organized crime groups over time. Students will learn how historical events such as prohibition, economic inequality, state corruption, and political instability have provided fertile ground for the development of organized crime. The lecture will cover the evolution of criminal organizations from their origins in marginalized communities to their expansion into more global and sophisticated enterprises. By examining historical case studies, students will understand the long-standing patterns and conditions that have allowed organized crime to thrive in different regions and time periods.

### Learning Aims:

- Understand the historical factors that have contributed to the rise of organized crime, including political, economic, and social conditions.
- Examine how historical events, such as prohibition and periods of political instability, have influenced the development of organized crime.
- Analyze the role of marginalized communities and economic disparities in the emergence of organized crime groups.
- Evaluate the long-term patterns that have shaped the growth and transformation of organized crime organizations over time.

### Readings:

1. Albanese, J. S. (2000). The causes of organized crime: Do criminals organize around opportunities for crime or do criminal opportunities create new offenders? *Journal of Contemporary Criminal Justice*, 16(4), 409–423. <https://doi.org/10.1177/1043986200016004004>
2. Albanese, J. S. (2025). Corruption as the cause, not the effect, of organized crime? A review and assessment of cases across the world. *Journal of Economic Criminology*, 100, 100137. <https://doi.org/10.1016/j.jeconc.2025.100137>
3. Block, A. A. (1978). History and the study of organized crime. *Urban Life*, 6(4), 455–472. <https://doi.org/10.1177/089124167800600404>
4. McCarthy, D. M. P. (2011). *An economic history of organized crime: A national and transnational approach* (1st ed.). Routledge. <https://doi.org/10.4324/9780203814253>
5. Paoli, L. (Ed.). (2014). *The Oxford handbook of organized crime*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199730445.001.0001>: Chapter 3
6. Pinotti, P. (2015). The causes and consequences of organised crime: Preliminary evidence across countries. *The Economic Journal*, 125(586), F158–F174. <https://doi.org/10.1111/econj.12238>
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### Questions to Consider:

1. How has the organized crime developed throughout the history?
2. How did economic inequality and political instability create an environment conducive to the development of organized crime?
3. In what ways did historical events like prohibition or the collapse of state institutions provide opportunities for organized crime groups to expand their influence?
4. How have organized crime groups evolved over time, and what role have marginalized communities played in their development?
5. What are the long-term patterns in the development of organized crime, and how can understanding these patterns help law enforcement combat criminal organizations?

## Lecture 11: Markets and Activities of the Organized Crime

This lecture will explore the diverse illegal markets and activities that organized crime groups engage in, providing an in-depth analysis of the various criminal enterprises that sustain these organizations. Students will examine the most common and lucrative activities, including protection and extortion, the drug trade, human smuggling and trafficking, gambling, money laundering, arms trafficking, fraud, cybercrime, and the illegal exploitation of natural resources. By analyzing the economic, social, and political factors that drive these activities, students will gain insight into the complex networks that organized crime groups control. The lecture will also address the global nature of these activities, their impact on both local and international markets, and the challenges law enforcement faces in tackling them.

### Learning Aims:

- Understand the range of illegal activities that organized crime groups are involved in, including trafficking, money laundering, extortion, and cybercrime.
- Examine the economic drivers behind each of these activities and how organized crime groups profit from them.
- Explore the impact of organized crime on both local economies and global markets, focusing on specific sectors like drugs, human trafficking, and arms smuggling.
- Analyze the challenges faced by law enforcement in disrupting and dismantling criminal networks involved in diverse illegal activities.

### Readings:

1. Allum, F., & Gilmour, S. (Eds.). (2011). *Routledge handbook of transnational organized crime* (1st ed.). Routledge. <https://doi.org/10.4324/9780203698341>: Part III
2. Paoli, L. (Ed.). (2014). *The Oxford handbook of organized crime*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199730445.001.0001>: Part III
3. von Lampe, K. (2016). *Organized crime* (Chs. 5–7). SAGE Publications, Inc. <https://doi.org/10.4135/9781506305110>: Chapter 4

### Questions to Consider:

1. How do organized crime groups use protection rackets and extortion to make money, and what impact do these activities have on the economy?
2. How do organized crime groups control the drug trade, and what factors help them succeed?
3. How do organized crime groups engage in human trafficking and exploitation, and what challenges do authorities face in stopping these crimes?
4. How does money laundering support organized crime, and how does it link to other illegal activities?
5. How do organized crime groups carry out cybercrime and fraud, and how are these crimes different from traditional criminal activities?
6. What are the effects of illegal exploitation of natural resources by organized crime groups, and how do they profit from it?

## Lecture 12: International Legal Frameworks for Tackling Organized Crime

This lecture will provide an overview of the key international legal frameworks designed to tackle organized crime, with a focus on agreements, conventions, and treaties that promote global cooperation in the fight against transnational criminal organizations. Students will learn about the United Nations Convention against Transnational Organized Crime (UNTOC) and its protocols, as well as regional efforts such as the European Union's efforts in combating organized crime. The lecture will also cover the role of intergovernmental organizations like INTERPOL, UNODC (United Nations Office on Drugs and Crime), and other international law enforcement agencies in facilitating cross-border cooperation. By the end of the lecture, students will understand the legal tools and mechanisms available to combat organized crime on a global scale.

### Learning aims:

- Understand the core provisions of the United Nations Convention against Transnational Organized Crime (UNTOC) and its protocols.
- Examine regional efforts to combat organized crime, such as those undertaken by the European Union and other international bodies.
- Assess the role of international cooperation and the mechanisms that facilitate collaboration among law enforcement agencies across borders.
- Evaluate the challenges involved in enforcing international legal frameworks and the limitations of these frameworks in combating organized crime.

### Readings:

1. Allum, F., & Gilmour, S. (Eds.). (2011). *Routledge handbook of transnational organized crime* (1st ed.). Routledge. <https://doi.org/10.4324/9780203698341>: Part IV
2. Paoli, L. (Ed.). (2014). *The Oxford handbook of organized crime*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199730445.001.0001>: Part IV
3. von Lampe, K. (2016). *Organized crime* (Chs. 5–7). SAGE Publications, Inc. <https://doi.org/10.4135/9781506305110>: Chapter 14

### Questions to consider:

1. What are the main provisions of the United Nations Convention against Transnational Organized Crime (UNTOC), and how do they address the issue of organized crime?
2. How do regional agreements, such as those within the European Union, complement or enhance international frameworks for tackling organized crime?
3. What role do intergovernmental organizations like INTERPOL and UNODC play in coordinating international efforts to combat organized crime?
4. What are the main challenges in enforcing international legal frameworks against organized crime, especially in cases involving multiple jurisdictions?
5. How can international cooperation be strengthened to combat organized crime more effectively?

## Lecture 13: Anti-Organized Crime Policies: Institutions, Civil Society and Media

This lecture will explore the role of institutions, civil society, and media in shaping and implementing anti-organized crime policies. Students will examine how institutional responses, such as antimafia legislation and law enforcement strategies, vary across different countries and regions. The lecture will also focus on the role of grassroots movements in mobilizing communities against organized crime, looking at the differences in approaches across various social movements. Additionally, the influence of traditional media and social media in both combating and, at times, facilitating organized crime will be analyzed. Students will assess the challenges involved in designing effective anti-organized crime policies, the impact of these policies, and the power of public opinion shaped by media in tackling organized crime.

### Learning aims:

- Understand institutional responses to organized crime
- Evaluate the challenges and effectiveness of antimafia public policies and practices.
- Analyze the role of civil society and grassroots movements in combating organized crime.
- Assess the impact of media, both traditional and social, on organized crime and antimafia efforts.

### Readings:

1. Allum, F., & Gilmour, S. (Eds.). (2011). *Routledge handbook of transnational organized crime* (1st ed.). Routledge. <https://doi.org/10.4324/9780203698341>: Chapter 24
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### Questions to consider:

1. What are the main challenges in designing antimafia public policies, and how can these obstacles be overcome?
2. How effective have antimafia policies been in reducing the power and reach of organized crime groups in various countries?
3. How do grassroots movements mobilize communities to challenge organized crime, and what makes these movements effective?
4. In what ways does social media both aid and hinder the efforts to combat organized crime?
5. What is the role of traditional media in exposing and publicizing the activities of organized crime groups, and how does it influence public opinion and policy?

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9. Block, A. A. (1978). History and the study of organized crime. *Urban Life*, 6(4), 455–472. <https://doi.org/10.1177/089124167800600404>
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