

## COURSE MODULE OUTLINE

### (1) General information

<b>SCHOOL</b>	SOCIAL SCIENCES		
<b>PROGRAM COURSE</b>	CRIMINOLOGICAL AND PENAL LAW PERSPECTIVES ON CORRUPTION, ECONOMIC AND ORGANIZED CRIME (PED)		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE UNIT CODE</b>	<b>PED 61</b>	<b>YEAR OF STUDY</b>	<b>2nd</b>
<b>COURSE TITLE</b>	CONFRONTING ECONOMIC AND ORGANISED CRIME		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
21.53 hours x 13 weeks		280	10 ECTS
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>			
<b>COURSE TYPE</b> Compulsory,Optional, Optional mandatory	COMPULSORY		
<b>PREREQUISITE COURSES:</b>	The Thematic Units (Th.U)are chosen by the students in numerical order, e.g. first PED 50 then PED 51 and so on. In order for students to be allowed to choose the specific TU, they must have previously declared the numerically earlier one.		
<b>LANGUAGE OF INSTRUCTION AND EXAMS:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.eap.gr/education/postgraduate/biannual/criminological-and-criminal-approaches-to-corruption-economic-and-organized-crime-ped/topics/#p61">https://www.eap.gr/education/postgraduate/biannual/criminological-and-criminal-approaches-to-corruption-economic-and-organized-crime-ped/topics/#p61</a>  <a href="https://courses.eap.gr/course/view.php?id=386">https://courses.eap.gr/course/view.php?id=386</a>		

### (2) LEARNING OUTCOMES

### **Learning Outcomes**

*The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:*

#### **APPENDIX A**

- *Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.*
- *Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and*

#### **APPENDIX B**

- *Guidelines for writing Learning Outcomes*

Upon completion of the module, students are expected to be able to:

- a) critically analyze and relate the phenomena of tax and banking secrecy and money laundering as part of wider social processes involving systems of corruption and power ·
- b) identify and analyze the relationship between the political and legal legitimizing basis of the institutional framework for money laundering and how systems of power are involved ·
- c) understand the various dimensions and functions of the "war on corruption" and "anti-tax evasion" and its selective function ·
- d) to relate the gaps in the Greek institutional framework to the way of action of criminal organizations and elites who commit crimes ·
- e) to know and relate to wider social conditions and processes, the social organization and the methods of bypassing legality that are used mainly by elites and power groups, especially in the field of corruption in justice, the financing of political parties and the transition of legal illegal entrepreneurs ·
- f) to know the institutional framework and issues involved and the wider function of anti-tax evasion policies and measures, tax information exchange, asset recovery ·
- g) to be aware of the institutional framework and the more general problematic concerning the protection of witnesses of public interest and the protection of witnesses ·
- h) specify how persons under the authority of the authorities or under protection must be treated in a lawful and appropriate manner ·
- i) critically and systematically evaluate the current national, international and European institutional framework.

### **General Competences**

*Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?*

*Search for, analysis and synthesis of data and information by the use of appropriate technologies,*

*Adapting to new situations*

*Decision-making*

*Individual/Independent work*

*Group/Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*social Introduction of innovative research awareness, altruism etc.) .....*

*Project planning and management*

*Respect for diversity and multiculturalism*

*Environmental awareness*

*Social, professional and ethical responsibility and sensitivity to gender issues*

*Critical thinking*

*Development of free, creative and inductive thinking*

*(Other.....citizenship, spiritual freedom,*

Individual / Independent Work, Working in an interdisciplinary environment, Introduction of innovative research, Respect for diversity and multiculturalism, Critical Thinking, Development of free, creative and inductive thinking, Social Awareness

### (3) COURSE CONTENT

The subject unit PED 61 has as its object, firstly, the interdisciplinary and targeted approach of certain crimes, which are operationally and organizationally linked to corruption, financial and organized crime, and secondly, the analysis of the ways to deal with them. In particular, the causes, the conditions of creation and the treatment of certain individual crimes which frame corruption, financial and organized crime, and are found in all three categories of crimes, are investigated and analyzed. In this context, individual institutions, measures, problems and challenges related to the disclosure and treatment of these crimes are also systematically examined, especially in the field of gathering information proactively as well as after their disclosure.

Both asset laundering and certain crimes that "surround" it and their variability are analyzed and critically examined from a criminological point of view. A key issue, however, is the understanding of the functioning of tax secrecy and their relationship with money laundering. First, the historical development of the idea of hiding money from state control and its transformation into the idea and establishment of tax secrecy, its essential function and its relationship with the creation of tax havens are examined. The role of the state itself in the protection of hidden assets and the functionality of tax secrecy in state-private relations are analyzed. Also, usually hidden aspects of the action of international organizations on money laundering, such as the FATF, are examined and the various functions of money laundering and its social construction as the most important risk internationally are explored.

Furthermore, certain versions of crimes of the powerful and the common crime, which in various ways feed the laundering and are connected to wider legal and political issues, such as the illegal financing of political parties, aspects of the corruption of judicial officials or the process of jumping entrepreneurs from the legal in the illegal economy.

Finally, the policies and measures that are currently dominant to deal with money laundering, tax evasion and tax avoidance and their consequences are examined

In more detail, T.E. is structured in three parts.

In the first, the issue of tax secrecy and tax havens is analyzed in detail, their social construction, their relationship with money laundering and their treatment internationally in the light of the war against tax havens, while the point of view about the sham nature of this war is analyzed .

In the second part, aspects of the flow of black money and money laundering as a normal (usual) process, in the context of a globalized hegemony and the market economy, are examined critically and from the perspective of Critical Criminology. Money laundering is approached in terms of social construction, the structure of the social structure and power relations, and on the one hand, differences in treatment in relation to organized crime and corporate crimes are highlighted, and on the other hand, the function of money laundering as a more general process of accumulation of wealth and power, while critically examining the its control institutions, such as the FATF and its more specific role. Then, versions of corruption related to money laundering needs are examined such as the illegal financing of political parties, the corruption and extortion of judicial officials, the phenomenon of the transition to illegality of former legal entrepreneurs.

The third part explores institutional responses and official policies to address money laundering alone or in relation to tax evasion/avoidance and critically examine anti-avoidance/tax evasion policies, tax information sharing, beneficial owner identification and tracing of assets, the ways of hiding assets, the institutional framework for asset recovery,

the protection of public interest whistleblowers and the gathering of information from them.

#### (4) TEACHING METHODS--ASSESSMENT

<p><b>MODES OF DELIVERY</b> <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i></p>	<p>Distance learning education with three 4-hours Group Counseling Meetings (OSS) during the semester, on weekends.</p>														
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b> <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<p>The Group Counseling Meetings (OSS in Greek) are conducted with video conferencing tools (webex) and the professors/counselors use slide presentations (pptx). A special educational platform is also used, where the digitized, compulsory and additional, optional educational materials distributed over thirteen weeks of study are presented, with instructions and announcements for the information and preparation of students, the preparation of their assignments and their participation in educational activities etc.</p>														
<p><b>COURSE DESIGN</b> <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.</i></p> <p><i>The study hours for each learning activity as well as the hours of self-directed study are given following the principles of the ECTS.</i></p>	<table border="1"> <thead> <tr> <th>Activity/Method</th><th>Semester workload</th></tr> </thead> <tbody> <tr> <td>3 Group Counseling Meetings X 4 hours</td><td>12</td></tr> <tr> <td>2 short essays</td><td>(2X20)40</td></tr> <tr> <td>1 semester essay</td><td>60</td></tr> <tr> <td>Examination</td><td>3</td></tr> <tr> <td>Individual study</td><td>165</td></tr> <tr> <td>Total workload of the course (hours)</td><td>280</td></tr> </tbody> </table>	Activity/Method	Semester workload	3 Group Counseling Meetings X 4 hours	12	2 short essays	(2X20)40	1 semester essay	60	Examination	3	Individual study	165	Total workload of the course (hours)	280
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<p><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b> <i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<p>Students have to</p> <p>a1. Write Two (2) Short Written Assignments (SWA), with a weighting factor of 10% in the final grade of the unit.</p> <p>a2. Write One (1) Semester Assignment (SA) with a weighting factor of 20% in the final grade of the unit.</p> <p>a3. Eligibility for the final examination is secured by accumulating at least 50% of the sum of the potentially excellent marks out of the total number of assessed assignments, i.e. 20 marks in total out of 100, on the basis of the weighting factors mentioned in a1 and a2.</p> <p>a4. Scoring of written assignments (SWA and SA) is only activated by scores equal to or above the pass mark (<math>\geq 5</math>) in the final or re-examinations.</p> <p>Final Unit Grade = <math>(B1 \times 0,1) + (B2 \times 0,1) + (B3 \times 0,2) + (B4 \times 0,6)</math></p> <p>Students can be informed of evaluation criteria by reading the Students' Guide, which is accessible on the</p>														

	educational platform of the Thematic Unit, and the Studies' Guide of the University, pp. 561: <a href="https://www.eap.gr/wp-content/uploads/2022/09/Οδηγός%20Σπουδών_2022-2023.pdf">https://www.eap.gr/wp-content/uploads/2022/09/Οδηγός%20Σπουδών_2022-2023.pdf</a>
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## (5) SUGGESTED BIBLIOGRAPHY:

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Βασιλάντωνοπούλου, Β., 2019, "Η αντεγκληματική πολιτική για το ξέπλυμα βρώμικου χρήματος ως λανθάνουσα οικονομική διακυβέρνηση". Στο Βιδάλη, Σ., Κουλούρης, Ν. Παπαχαράλαμπος, Χ., (επιμ.), Εγκλήματα των ισχυρών: Οικονομικό, οργανωμένο έγκλημα και διαφθορά. Εκδόσεις Ε.Α.Π., σελ. 255-277.

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