I. Course Overview

This course examines widespread forms of nontraditional violent and nonviolent crimes that have significant social, tax, and physical cost to people and society. These crimes include white collar, corporate, environmental and governmental crimes and criminals. These crimes far outnumber the traditional or ordinary street crimes examined in most criminology and criminal justice courses. The study of white collar and corporate crime challenges classic assumptions of dealing with illegal activities because of the social status, financial interests, professional skills, and smartly of the people involved with. This class examines the nature, mechanisms, ideas, people, and theories related to white collar and corporate crimes.

This is a blended course: 50% live classes on campus and 50% online. All students must use a computer (either a personal computer or any of the university computers available on campus) and commit the appropriate time to completing the readings and assignments online (watch videos/movies, take quizzes, and submit short essays in a timely manner). There will be exact due dates and time attached to these activities.

E-mails from students will be replied within 24 hours Monday thru Friday. During weekends or holidays students should expect a reply by the end of the next school business day. I encourage you to talk or discuss any issue with me personally during office hours or after the class is over. If you cannot make it during office hours, let me know to schedule an appointment at our best convenient time.
II. Student Learning Outcomes (SLO)

Upon completion of this course, among other things student will be able to:

- Define, critically analyze and evaluate white collar and corporate crime from a criminological and sociological perspective
- Describe the history of white collar and corporate crime and understand historical trends related to white collar and corporate crime. Define and analyze the different characteristics, elements, and classification of major white collar crimes in the U.S.
- Identify and understand causes of white collar and corporate crime
- Analyze the often paradoxical and complex relationship between white collar/corporate crime and major social structural issues including but not limited to race/ethnicity, gender, politics, economics, and criminal justice
- Demonstrate research and writing skills on criminal justice appropriate for upper division status.

One particular goal of this class is that each of you will possess an increased willingness and openness to ask the difficult, complex questions which the study of white collar crime presents regarding the nature of phenomenon, its ubiquitous presence, and how the government approaches it. This ability will be based on a thoughtful examination of the strengths/weaknesses of each perspective - one that is supported by evidence and critical analysis, not simply one’s claims or ideology.

III. Course readings

Required Book:


2. In addition, there will be newspaper and magazine articles/reports and scholarly manuscripts to read for some specific weeks as well as documentaries and several online videos. You must read and watch all those sources of information since they will be included in quizzes, exams, and written assignments. Most of the links for these material are located at the bottom of this syllabus. Most links will be available on Blackboard one week before they are due. Check course schedule for detailed information.

IV. Course requirements

Readings:

There will some readings and some writing required of each student. Because there is so much we could cover in a White Collar crime class, some of the content will be addressed in the readings but not in the lectures. You will need to read all the material in order to help you prepare for the exams. Be aware that all required reading materials, films, lecture materials and class discussion elements are fair game for the exams. Do not rely on class lectures to get you through the course – they are only one part of the whole picture. Also, because this is a blended class you must work in your
own to turn in assignments and quizzes on Fridays in a timely manner via Blackboard. You will be held accountable for all readings whether I have lectured on the material or not. TAKE NOTES during classes and read the assigned readings before coming to class.

**Exams:**

There will be 3 exams –two midterms and the final. All three exams will consist of multiple choice and short answers which will be developed from readings, lectures, films, assignments, discussions, exercises, and other class work. The final exam may be somewhat cumulative. It will cover the material from the last section of the class, and may include some basic information which you should have learned from other sections. I will provide a study guide at least one class period before the exams.

*I will allow for a make-up exam only with a documented medical excuse or other documented family emergency. “Over sleeping” on the day of the exam is not a legitimate excuse and you will not be given the opportunity for a make-up.***

*If you are having problems, academically, socially or emotionally, etc., please talk to me if your grades are affected.*

**Written Assignments:**

There will be **four written assignments** throughout the course of the semester. These assignments will be short essays to addressed white collar crime issues. Each week you have a number of assigned readings from the textbook and online readings and/or documentaries/videos. **Assignment details will be listed one week prior to the due date.** Assignments should be submitted via Blackboard by midnight every Friday. **No late assignments will be accepted.**

Each essay will be 3-4 pages in length (not including the cover) depending on the instructions for each assignment, typed, double-spaced, 1-inch margins, 12-point font. Each short essay should include the following:

- A cover with your name, date, class information, and number of essay (e.g. 1/2 or 2/2)
- Source information (journal/magazine name, title of the article, author, and date)
- A summary of the article and main issue/problems at stake
- Comparisons/contrasts/arguments from the textbook and lectures
- And student’s arguments and discussion comments supported by facts and evidence. Your particular opinion is not enough if it is not based on scientific evidence and/or facts.

Each essay is worth a total of 5 points for total essay points: 20. Due Dates:

a) **The 1st essay is due January 27th, 2017.**
b) **The 2nd essay is due February 11th, 2017.**
c) **The 3rd, essay is due February 26th, 2017.**
d) **The 4th essay is due April 15th, 2017.**
Essay Rubric

Well-constructed argument—scientific-based facts/evidence 3 point
Readable/spelling/grammar 1 point
Correct citation format, using academic language 1 point

Total 5 point each

Quizzes:

There will be five online multiple choice quizzes throughout the semester. The content of each quiz will include the readings/videos/documentaries available online for that specific week. All of them are due by midnight Friday and you will have 25 minutes to take them.

Attendance:

Please be aware that I will often lecture on certain topics for which I have assigned no readings. The class will be augmented by several in-class videos or documentaries and at least one guest lecture. I will try to put most films on reserve in the media resources library.

You must come to class on a regular basis. I will take attendance every class and it will count for your final grade.

Please, do not e-mail me and ask to explain a class you missed! Call one of your fellow classmates for that. However, I will be happy to answer your specific questions and try to clarify ideas either during office hours or by e-mail. Classes will begin promptly at 8:00am – please be on time or you will miss announcements. Unless you have an emergency, please do not come and go during lecture – it is distracting to all of us! Also, do not be late to class!!

Access, Navigation, and Technology Requirements

Since this is a blended course half of the content will be accessed online through Blackboard. You must be familiar with the Blackboard program and how to navigate it; if you are not, please contact IT help for students at this address: https://iol.tamucc.edu/student_resources.html
To ensure your computer runs properly in Blackboard on either PC or MAC, carefully read TAMUCC Blackboard technical requirements here: https://iol.tamucc.edu/techreq.html
Also, if you have any technical problem or need technical support using Blackboard, contact the IT helpdesk. Information is located in the above web address.
Once on Blackboard, students can access course information by clicking on the ‘Course Content’ icon of the class and then opening the weekly unit content area identified as ‘Week 1’, ‘Week 2,’ etc. (this corresponds to the course schedule listed at the end of this syllabus). Each unit/week contains information about what is to be covered every Friday along with weekend tasks and assignments.
V. Grades

Final grades will be determined based on student performance throughout the course as follows. Final grades will be on a standard scale.

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Five quizzes (at 3 points each)</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Four written assignments (at 5 points each)</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Three exams (at 20 points each)</td>
<td>60</td>
<td>60%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td>100%</td>
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</tbody>
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Grading Scale: There is a possible 100 points in this class. I will not bump you up. Do the work to get the grade you want.

90 – 100 ....... A  
80 – 89 ....... B  
70 – 79 ....... C  
60 – 69 ....... D  
59 or below.... F

VI. Academics

Class Participation:

If you participate enough so that I get to know who you are, you improve your chances of getting your grade bumped up if your point total is on the borderline. Do not expect an automatic increase just because you have an 89.45%; you have to deserve the upgrade for some academic reason.

Classroom/professional behavior:

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility:

Texas A&M University-Corpus Christi has a diverse student population that represents the demographics of the state. Our goal is to provide you with a high quality educational experience that is free from ideology and repression. You are responsible for following the rules of the University, city, state and federal government. The University expects that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious
background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Should behavioral disruptions interfere with the business of the classroom and the ability of class members to learn, they may be reported to the Office of Student Services as outlined in TAMUCC General Academic Policies and Regulations (http://catalog.tamucc.edu/mime/media/7/803/UG+13-14+Full+Catalog+PDF.pdf).

We also live in a highly electronically mediated and interconnected world where we seem to be “on call” 24/7. Consequently, I am guessing that most if not all of you regularly pack a cell phone as standard operating equipment for helping you navigate through your daily lives. These seem to have become a new form of a musical instrument and have a very disruptive potential in certain settings. **TURN THEM OFF WHEN YOU ARE IN CLASS: NO CHATTING, TEXTING, OR WEB SURFING PLEASE.**

As a sidebar... some of you may find it necessary at some point in the semester to keep a cell phone on during class because of a sick child or other immediately pressing matter. If so, please let me know before class starts that you will need to keep a phone active.

**Dropping a Class:**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. **Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.** April 07th is the last day to drop a class with an automatic grade of “W” this term.

**Academic Dishonesty:**

Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties. Such scholastic dishonesty includes, but is not limited to, cheating, plagiarism (the presentation of the work of another as one’s own work), collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. If you have any questions about this (especially what constitutes plagiarism), please stop by my office and I would be happy to discuss it. Refer to TAMUCC Academic Honesty for further details on definitions of academic dishonesty and the judicial procedure associated with allegations thereof (http://catalog.tamucc.edu/mime/media/7/803/UG+13-14+Full+Catalog+PDF.pdf).

**TAMUCC Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among
other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Academic Advising:**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

**E-mail Accounts:**

The Department of Social Sciences communicates through emails via Blackboard and the Islander’s web service. You can set up your accounts to be forwarded to your personal email account. A TAMUCC email account is the only account our main office uses to initiate contact with students. These emails include information about cancellation of classes or an event, student activities and general information. Your student account also is part of the Blackboard communication system and may be the best way for me to get in touch with you if I need to. Be sure you have your account set up!

**Grade Appeals Process:**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf)).

For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.
**Statement of Academic Continuity:**

In case of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**VII. Course Schedule**

**Week 1, Syllabus Review, Introduction and Course Overview**

Jan/18   Payne, Chapter I (Introduction and Overview of White-Collar Crime)
Jan/20   Watch video ‘White collar crime in the U.S’:
          https://www.youtube.com/watch?v=ISU1BWJcxDg
          1st Quiz available on Bb (video & syllabus). Due Saturday January 21st by 11:59pm

**Week 2: Defining Crimes of the Powerful**

Jan/23: Payne, Chapter II (Understanding White-Collar Crime: Definitions)
Jan/25:  
Jan/27: Read The Scam Wall Street Learned from the Mafia here:
          Assignment 1. Due on Sat Jan 28th by midnight via Blackboard.

**Week 3: Nature, Distribution, and Theories of White Collar Crime**

Jan/30 Payne, Chapter XII (Explaining White-Collar Crime Theories & Accounts)
Feb/01  
Feb/03  Read the following material online:

1. Interview with Miles Lord, read it on Bb and submit your assignment there
   http://www.multinationalmonitor.org/hyper/issues/1987/05/interview-lord.html

2. ‘The bank bailout cost US taxpayers nothing? Think again’ by Moira Herbst The Guardian:
   http://www.theguardian.com/commentisfree/2013/may/28/bank-bailout-cost-taxpayers

3. Wealth Inequality in America: https://www.youtube.com/watch?v=QPKKQnijnsM

**Week 4: Corporate Crime**

Feb/06 Payne, Chapter X (Crimes by the corporate system)
Feb/08  
Feb/10 Assignment 2. Due on Sat Feb 11th, by midnight via Blackboard

Read online the following articles:


2. Twenty Things You Should Know about Corporate Crime
   http://www.corporatecrimereporter.com/twenty061207.htm

3. A List of the 100 Top Corporate Criminals of the 1990s
   http://www.motherjones.com/politics/1999/09/top-100-corporate-criminals-1990s
**Week 5: Crimes in the Economic System**
Feb/13  Payne, Chapter VII (Crime in the economic system)
Feb/15  First Exam
Feb/17  Watch online the Documentary ‘the Corporation’:
       https://www.youtube.com/watch?v=s6zQQ7BytzQ

**2nd Quiz available on Bb. (The Corporation) due Saturday February 18th by 11:59pm**

**Week 6: Crimes in the Cyber System**
Feb/20:  Payne, Chapter VIII (Crime in the cyber system)
Feb/22:
Feb/24:  Watch the documentary: Inside Job
Assignment 3 posted on Bb. Submit it there on Saturday Feb 25th.

**Week 7: Mortgage Fraud**
Feb/27  Payne, Chapter IX (Crimes in the housing system)
Mar/01
Mar/03  Watch the online video on the Untouchables:
       http://www.pbs.org/wgbh/pages/frontline/untouchables/

**3rd Quiz available on Bb due Saturday March 4th by 11:59pm**

**Week 8: Political Corruption**
Mar/06:  Payne, Chapter V (Crime in systems of social control)
Mar/08:
Mar/10  1.‘America’s Dirtiest Cops: Cash, Cocaine, and Corruption in the Texas Border’ written by Josh Eells:

2. A Closer Look at How Corporations Influence Congress. NPR Podcast:
       http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=276448190&m=276545654

**Week 9: Spring Break No classes**
Mar/14, 16 & 18:

**Week 10: Low Profile Occupational Crime**
Mar/20  Payne, Chapter III (Crimes in sales-related occupations)
Mar/22
Mar/24  Watch online video ‘Crimes against the Elderly 4’:
       https://www.youtube.com/watch?v=K_LGY5zw2Ms

**4th Quiz on Bb due Saturday March 25th by 11:59pm**

**Week 11: Health Care Fraud**
Mar/27:  Payne, Chapter IV (Crimes in the health care system)
Mar/29:
Mar/31:  Watch documentary online: ‘Sicko’ by Michael Moore. Link here:
       http://www.amazon.com/Sicko-weinstein/dp/B003008RWA/ref=sr_1_1?ie=UTF8&qid=1452872135&sr=8-1&keywords=sicko
**Week 12: Crimes in Educational Settings**
April/03: Payne, Chapter VI (Crimes in the educational system)
April/05:

**Week 13: Environmental Crime**
April/10: Payne, Chapter XI (Environmental crime)
April/12:

**Assignment 4** posted on Bb. Submit it there on Saturday April 15th.

**Week 14: Cooping with White Collar Crime**
April/17: Payne, Chapter XIII (Policing WCC)
April/19: Payne, Chapter XIV (Judicial proceedings and WCC)
April/21: Read article: ‘The Law: Executive Power and Prosecution’ by Harriger, posted on BB

5th Quiz available on Bb. Due Saturday April 22nd by 11:59pm

**Week 15: Prison for White-Collar Crime Perpetrators**
April/24 Payne, Chapter XV (The corrections subsystem and WCC)
April/26 Final comments and wrap up

**Week 16: Last Class**
May/01: **Final Exam!**
May/03 Turn in final extra credit assignment during the official day of exam

Instructor reserves the right to make changes and or revisions to this syllabus as deemed necessary and appropriate; students will be notified via email or during class of these changes

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Your Name, Signature, and Date Here