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. **Assignment details will be listed one week prior to the due date.** Assignments should be submitted via Blackboard by midnight every Saturday on the due date. No late assignments will be accepted.

**Student Poster Presentation:**

Based on a collaborative short research project, two students will present an issue, topic, or case study related to the class material in a poster in front of the class. This is a teamwork project assignment and the two members of the team must be present and talk during the poster presentation on Tuesday November 27th, 2018 during the second half of the class. I will handout guidelines and rubrics one month prior the due date. The best five poster presentations will earn an extra 5% (five extra credit points) of the final grade. Students themselves will select the winners based on an academic rubric available that day.

**Attendance and participation:**

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 4:20 pm – 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.

**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>Attendance and participation</th>
<th>10 points</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four written assignments (at 5 points each)</td>
<td>20 points</td>
<td>20%</td>
</tr>
<tr>
<td>Three exams (at 20 points each)</td>
<td>60 points</td>
<td>60%</td>
</tr>
<tr>
<td>Individual Poster Class presentation</td>
<td>10 point</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
<td><strong>100%</strong></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 population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect 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.

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.** November 09th, 2018 is the last day to drop a class with an automatic grade of “W” this term.

Academic Dishonesty:

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit
unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

Disabilities Accommodations:

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 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.C2.03, Student Grade Appeals, 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.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

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
Aug/28 Payne, Chapter I (Introduction and Overview of White-Collar Crime)
Watch video ‘White collar crime in the U.S’: https://www.youtube.com/watch?v=iSU1BWJcxDg

Week 2: Defining Crimes of the Powerful
Sept/04 Payne, Chapter II (Understanding White-Collar Crime: Definitions)
Assignment 1. Due on Saturday September 18, by midnight via Blackboard.

Week 3: Nature, Distribution, and Theories of White Collar Crime
Sept/11 Payne, Chapter XII (Explaining White-Collar Crime Theories & Accounts)
The Story of Stuff: https://www.youtube.com/watch?v=9GorqroigqM

Week 4: Corporate Crime
Sept/18 Payne, Chapter X (Crimes by the corporate system)
Read online the following articles:
2. Twenty Things You Should Know about Corporate Crime
   http://www.corporatecrimereporter.com/twenty061207.htm
3. Top 100 Corporate Criminals of the 1990s:
   http://www.motherjones.com/politics/1999/09/top-100-corporate-criminals-1990s

Week 5: Crimes in the Economic System
Sept/25 Payne, Chapter VII (Crime in the economic system)
Watch online the Documentary ‘the Corporation’:
https://www.youtube.com/watch?v=xHrhqtY2khe

Week 6: Crimes in the Cyber System
Oct/02 Payne, Chapter VIII (Crime in the cyber system)
First Exam
Watch the documentary: Inside Job
Bank Hackers Steal Millions via Malware:

Week 7: Mortgage Fraud
Oct/09 Payne, Chapter IX (Crimes in the housing system)
Assignment 2, Due on Saturday October 9, by midnight via Blackboard
Watch the online video ‘The Untouchables’:
http://www.pbs.org/wgbh/pages/frontline/untouchables/

Week 8: Political Corruption
Oct/16 Payne, Chapter V (Crime in systems of social control)
Assignment 3 posted on Bb. Submit it there on Saturday October 16 by midnight on Bb.
1. America's Dirtiest Cops: Cash, Cocaine, and Corruption in the Texas Border' written by Josh Eells:
2. Ferguson judge accused of misconduct due to aggressive fine policy:
3. A Closer Look at How Corporations Influence Congress. NPR Podcast:
   http://www.npr.org/2014/02/13/276448190/a-closer-look-at-how-corporations-influence-congress

Week 9: Visit to the Nueces County District Attorney’s Office
Oct/23 Payne, Chapter III (Crimes in sales-related occupations)
We will meet at the lobby of 901 Leopard St, Corpus Christi, TX 78401

Week 10: Health Care Fraud
Oct/30 Payne, Chapter IV (Crimes in the health care system)
Second Exam
Watch the documentary online ‘Sicko’ by Michael Moore. Link here:
https://www.amazon.com/Sicko-weinstein/dp/B003008RWA/ref=sr_1_1?ie=UTF8&qid=1452872135&sr=8-1&keywords=sicko
**Week 11: Crimes in Educational Settings**
Nov/06: Payne, Chapter VI (Crimes in the educational system)
Payne, Chapter XI (Environmental crime)

1. Watch online video: Deception at Duke (CBSN)

2. The 10 Greatest Cases of University Research Fraud:

3. Work of prominent climate change denier was funded by energy industry

**Week 12: Environmental Crime**
Nov/13: Payne, Chapter XIII (Policing WCC)

*Assignment 4* posted on Bb. Submit it there on Saturday November 17th

**Week 13: Thanksgiving Week**
Nov/20 Payne, Chapter XIII (Policing WCC, continue)

Online activity. Watch the documentary: An Inconvenient Sequel: Truth to Power. Watch it here:
[https://www.youtube.com/watch?v=tXUY4B0_eRo](https://www.youtube.com/watch?v=tXUY4B0_eRo)

**Week 14: Cooping with White Collar Crime**
Nov/27: Payne, Chapter XIV (Judicial proceedings and WCC)
Student Poster Presentations during second half of the class

**Week 15: Prison for White-Collar Crime Perpetrators**
Dec/04 Payne, Chapter XV (The corrections subsystem and WCC)

Final comments and wrap up

**Final Exam!**

**Disclaimer:** This syllabus constitutes an agreement between the instructor and the student in accordance with TAMUCC policy and is subject to terms and conditions set forth herein. This syllabus is tentative and subject to revision in whole or in part, in writing at my discretion. Course content may also vary from this syllabus to meet the needs of this particular class. Each revision shall be subject to the terms and conditions set forth above. It is your responsibility to keep up with changes to the syllabus. Any changes will be posted on Blackboard and discussed in class.

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*Your Name, Signature, and Date Here*