



Course Syllabus

White Collar and Environmental Crime (JUST F492)

Credits: 3 Units

Prerequisites: JUST 110, JUST 251, or approval of instructor

Location: TBA, Fairbanks CLA

Class Meetings: None.

Professor: Dr. J. Robert Duke, DPA, Assistant Professor

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Textbook:

White-Collar Crime: An Opportunity Perspective [Paperback]

Michael L. Benson; Sally S. Simpson

Routledge Press (2009)

ISBN-10: 0-415-95664-1

ISBN-13: 978-0-415-95664-2

Course Description

JUST F492 White Collar and Environmental Crime

3 Credits Offered Summer

This class examines the nature of White Collar crimes (such as embezzlement, fraud, Ponzi schemes, etc.) and environmental crime. This includes traditional explanations of crime, but also requires an understanding of the unique nature of crimes perpetrated by those who we might think would not have expected impulses and incentives to commit crimes. The course also examines political crime (influence peddling, etc.). (Prerequisite: JUST F110, or permission of instructor.) (3+0).

Course Goals





To educate the students about the following:

1. Traditional and unified models of crime and deviance by elite criminals and criminal organizations;
2. Corporate crime and deviance;
3. Political crime and deviance;
4. Occupational crime and deviance;
5. Professional crime and deviance;
6. Organized white collar crime;
7. Environmental crime;
8. Emerging trends in white collar crime made possible by computers;
9. Definitions and traditional theories of white collar crime;
10. Emerging theories in the field of white collar crime;
11. Emerging problems; and
12. Policies and directions for the future.

Student Learning Outcomes:

At the conclusion of this course the student should be able to:

1. Identify orally and in writing the major components of white collar crime and environmental crime.
2. Critically evaluate the various approaches to detecting and preventing these types of crime.
3. Accurately assess the impact of white collar and environmental crime on society, including but not limited to the loss of confidence in individuals and institutions, as well as financial loss to individuals both inside and outside the organization or political unit.
4. Logically discuss the fairness and adequacy of punishment meted out to perpetrators of elite crime.
5. Engage in rational dialog regarding policy options, emerging trends and possible directions for future actions.

Instructional Methods:

This course is presented in a distance format completed in a directed study format. There is a Blackboard internet learning site for this course, and each student is enrolled in that site. Students should access the Blackboard course early and become familiar with its layout. The syllabus, assignments, and non-text readings are all available through this website as well.





This course also emphasizes Black Board discussion of the justice systems presented by the text and other assigned materials. Discussions are meant to emphasize and apply key concepts encountered in your readings and assignments.

All email communication between the instructor and the students will be addressed to the students' UAF webmail accounts. Personal hotmail, gmail, yahoo, etc. accounts will not suffice. Students must set up their UAF webmail accounts by the second day of class.

Course Calendar: (dates supplied on student version)

*******Tentative Reading and Assignment Schedule*******

Note: The Readings and Assignments are subject to change and/or be adjusted according to need as perceived by the instructor. We will discuss any changes to the schedule in class.

Each of the other Units lasts 2 weeks.

Unit 1:

- I. Read: Chapters 1 and 2, in Benson/Simpson, pp. 1-52
- II. What is "Elite Crime"?
 - a. Edwin Sutherland's identification of the White Collar Criminal
 - b. Challenging conventional views of White Collar Crime
 - c. The problem of measuring Elite Crime
 - d. The problem of apprehending Elite Criminals
 - e. Overview: explaining elite crime
- III. Work Due this segment
 - a. Case Study #1
 - b. Discussion Board

Unit 2:

- I. Read: Chapters 3 and 4, in Benson/Simpson, pp. 53-90
- II. Explaining White Collar Crime:
 - a. Traditional Criminalological Theories
- III. The Nature of White Collar Crime:
 - a. Opportunities and Techniques
- IV. Work Due this segment
 - a. Case Study #2
 - b. Discussion Board





Unit 3: _____

- I. Read: Chapters 5 and 6, in Benson/Simpson, pp. 91-136
- II. Opportunity:
 - a. Property Crimes
 - b. Corporate Violence
- III. Work Due this segment
 - a. Case Study #3
 - b. Discussion Board

Unit 4: _____

- I. Read: Chapter 7 and 8, in Benson/Simpson, pp. 137-182
- II. The Symbolic Construction of Opportunity
- III. The Social Distribution of Opportunity:
 - a. Race, Class and Gender
- IV. Work Due this segment
 - a. Case Study #4
 - b. Discussion Board

Unit 5: _____

- I. Read: Chapters 9, in Benson/Simpson, pp. 183-200
- II. Control, Prevention, and Opportunity
- III. Work Due this segment
 - f. Case Study #5
 - g. Discussion Board

Unit 6:

- I. Read: Chapter 10, in Benson/Simpson, pp. 201-220
- II. Opportunities and the Future of White-Collar Crime
- III. Work Due this segment
 - a. Case Study #6
 - b. Discussion Board

Due: Last day of class:

Final Exam

Research Paper or Presentation





Course Policies

a. Plagiarism

Plagiarism will not be tolerated and will adversely impact your grade. Plagiarism consists of representing the work of another as your own. You are encouraged to use the work of others, but give appropriate credit to the “true” author through proper citation or use of quotations.

b. Discussion Board Conduct

Profanities, rude and other dismissive statements, gestures, or actions will not be tolerated and subject the offender to removal from class. Open and vigorous debate of the topics is encouraged, but so is civility.

Evaluation:

There are six units in this course (1 unit completed every two weeks). During the course students will have the following writing and presentation assignments due:

1. Six case study and/or work sheets
2. Research paper (7-8 pages) or presentation (10 or more slides) with audio (5-10 minutes). Using either Prezi, or Powerpoint (or similar program).
3. Final Exam
4. Each Unit of the course includes 1 discussion board assignments. These assignments are weighted heavily considering both substance/content and correct grammar/punctuation (see rubric in BlackBoard).

Assignment	Points
Case Studies/worksheets	300
Final Exam	120
Discussion Boards	60
Final Paper or Presentation	120
Total	600

Grading Scale

97% and 100% (A+) (e.g. 540 to 600 points)

94% and less than 97% (A)

90% and less than 94% (A-)





87% and less than 90% (B+)
 84% and less than 87% (B)
 80% and less than 84% (B-)
 77% and less than 80% (C+)
 74% and less than 77% (C)
 70% and less than 74% (C-)
 67% and less than 70% (D+)
 64% and less than 67% (D)
 60% and less than 64% (D-)
 0% and less than 60% (F)

A C- grade is the minimum grade that baccalaureate students may receive for courses to count toward the major or minor degree requirements, or as a prerequisite for another course.

See below for rubrics.

Writing Rubric (points vary by assignment, but percentages according to grade chart above):

Category	A/A-	B+/B	B-/C+	C/C-	D+/D	F
Thesis	Easily identifiable, plausible, novel, sophisticated, insightful, and crystal clear. Connects well with paper title.	Promising, but slightly unclear, or lacks originality. Paper title doesn't connect w/thesis.	Unclear or vague, unoriginal, provides little upon which to build paper, title disconnected w/thesis.	Difficult to identify, bland statement or obvious point.	Introduction with weak or missing thesis.	
Structure	Evident, understandable, appropriate for thesis, excellent transitions from point to point. Paragraphs have solid topic sentences.	Clear and appropriate, may wander occasionally, few weak transitions, most paragraphs have good topic sentences.	Generally unclear, often wanders or jumps. Weak transitions, few topic sentences.	Unclear, transitions confusing, no topic sentences.	Rambling stream of consciousness writing	
Use of Evidence	Primary source info used to	Evidence used to support point(s).	Evidence used to support	Very few or weak	No support	





	buttress every point w/at least one example. Demonstrates mastery of topic.	Some evidence may not fully support point(s). Demonstrates good understanding of topic.	some points. Points lack supporting evidence. Demonstrates general understanding of ideas.	examples. Generally fails to support statements . Demonstrates little understanding of ideas.	examples.	
Analysis	Evidence clearly relates to mini-theses. Fresh and exciting analysis.	Examples sometimes not clearly related to mini-theses.	Quotes or examples appear w/out analysis.	Weak attempts to relate evidence to arguments .	No evidence.	
Logic and argumentation	Ideas flow logically. Reasoning sound, anticipates counter-arguments.	Arguments clear and usually flow logically. May miss some likely counter-arguments.	Logic often fails and may be unclear. Fails to account for most counter-arguments.	Ideas do not flow at all because there is no argument to support.	No logic or arguments.	
Mechanics	Grammar/sentence structure are excellent. Conforms to APA format.	Strong with occasional lapses. Conforms with APA format.	Grammar/structure problems evident. Mostly conforms w/APA format.	Grammar/Structure is very problematic. Does not conform to APA.	Poor grammar/structure. Does not conform to APA.	
Total:						



Discussion Board Rubric:

Expectations:

Answer the question, and reply to two or more classmates. Extra points awarded to the discussion board leaders (based upon quantity/quality of posts)--5 or more points extra credit per week--all students may earn the extra credit points.

Category:	Novice (50%)	Competent (80%)	Professional (100%)
Technical Competency: 80% of the total points	The question is addressed, but at the novice level displaying some misunderstanding of the theory or practice.	Student displays clear evidence of understanding the theory, though application may need refinement.	Student shows clear understanding of the theory and applies it to practice correctly.
Feedback to Classmates: 15% of the total points	Minimal feedback in terms of substantial input. Example: States to classmate: Good comment, etc.	Feedback is conversational and builds community without adding significant theory or practical advice. Example: I really connected with the idea that you expressed that....."x". That's also what I thought.	Comments are robust, thoughtful; build community; and add significantly to either theory or practice. Example: Ah, let me see if I understand what you're saying...does that mean that you'd agree or disagree with "x"?
Grammar/References: 5% of the total points	Poor grammar that makes it difficult to understand the thought; and/or lacks references.	While the response has Grammatical/Spelling errors, it's not to the point where it detracts from the meaning of the entry. Lacks relevant references.	Excellent grammar and spelling with no more than 1 minor error of each type. Appropriate references are listed.

SELECTED BIBLIOGRAPHY:

Albrech, W. Stevet, Gerald W. Wernz, Timothy L. Williams. Fraud: Bringing Light to the Dark Side of Business. Irwin Professional Pub, 1994.

Benson. Michael L., Francis T. Cullen. Combating Corporate Crime: Local Prosecutors at Work (Northeastern Series on White-Collar and Organizational Crime) Northeastern Univ Press, 1998.





- Calavita, Kitty, Henry N. Pontell, Robert H. Tillman. Big Money Crime: Fraud and Politics in the Savings and Loan Crisis. Univ California Press, 1997.
- Coleman, James William. The Criminal Elite: Understanding White-Collar Crime Worth Publishing, 1997.
- David J. Eitle Ph.D. Regulatory Justice: A Re-Examination of the Influence of Class Position on the Punishment of White-Collar Crime. (Justice-Quarterly vol. 17, issue 4) National Institute of Justice, US Dept of Justice, Washington, DC, 12/2000.
- Friedrichs, David O., David O. Freidrichs. Trusted Criminals: White Collar Crime in Contemporary Society. Wadsworth Pub Co, 1994.
- Frank Pearce, Frank and Laureen Snider (eds). Corporate Crime: Contemporary Debates University of Toronto Press, 1995.
- Podgor, Ellen S., Jerold H. Israel. White Collar Crime in a Nutshell (2nd Ed) West Information Pub Group, 1997.
- Tony G. Poveda . Rethinking White-Collar Crime. Praeger Pub Text, 1994.
- Rosoff, Stephen M., Robert Tillman, Henry Pontell. Profit Without Honor: White Collar Crime and the Looting of America. Prentice Hall, 1997.
- Savelsberg, Joachim J., Peter Bruhl. Constructing White-Collar Crime: Rationalities, Communication, Power (Law in Social Context) University of Pennsylvania Press, 1994.
- Tillman, Robert. Broken Promises: Fraud by Small Business Health Insurers (The Northeastern Series on White-Collar and Organizational Crime) Northeastern Univ Press, 1998.
- Tonry, Michael H. (Editor), Albert J., Jr. Reiss (Editor). Beyond the Law: Crime in Complex Organizations (Crime and Justice, Vol 18) University of Chicago Press, 1994.
- Weisburd, David, Stanton Wheeler, Elin Waring. Crimes of the Middle Classes: White-Collar Offenders in the Federal Courts (Yale Studies on White-Collar Crime). Yale Univ Press, 1991.
- Weisman, Stewart L. Need and Greed: The True Story of the Largest Ponzi Scheme in American History. Syracuse Univ Press, 1999.

Support Services:





Writing Center

Students are encouraged to seek writing assistance at the writing center:

801 Gruening Bldg., P.O. Box 755720
Fairbanks, Alaska 99775-5720
Phone: (907) 474-5314
Fax: 1-800-478-5246

Speaking Center

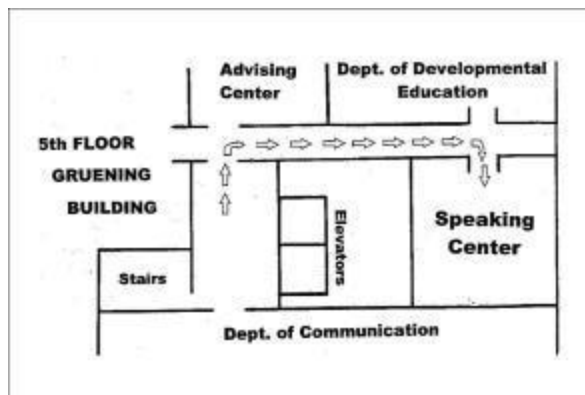
Students are encouraged to see speech assistance at the speaking center:

Hours of Operation

Please call 474-5470 or e-mail fyspeak@gmail.com to schedule an appointment at the Speaking Center. Walk-ins are accepted if space is available. Appointments can be requested during times outside of regular office hours.

Practice time without coaches is available daily prior to Speaking Center hours.

How to Find Us



507 Gruening

Located in the Department of Communication on the fifth floor of the Gruening building.

UAF Office of Disability Services

Whitaker Building, Room 208





Phone: (907) 474-5655

TTY: (907) 474-1827

Fax: (907) 474-5688

Disability Services E-mail: uaf-disabilityservices@alaska.edu

Directed Study Version Assignment List:

- I. Choose seven of the ten topics below and find an example of the category and write a 2-4 page case study explaining what happened for each choice:
 1. Corporate fraud: An individual or corporation promises to do something for a fee or investment and then does not provide the service (e.g. Ponzi schemes);
 2. Corporate mismanagement: A corporation co-mingles funds and mismanages one or more projects so that all investors/customers lose money;
 3. Robber-Baron Misbehavior: Corporations use their leverage or other power to develop monopolies, price fix, etc.
 4. Public Welfare Crime: A corporation or government fails to adequately protect public safety or health (e.g. Dupont in India, Dam failures, Air quality in Fairbanks, etc.);
 5. The Savings and Loan Crisis of the 1980's: What happened and why?
 6. The Housing Bubble of 2007-2012: What happened and why?
 7. The Enron Case: What happened and why?
 8. Governmental Fraud or corruption: Government bribery or other influence peddling that allows public officials to get rich at the public's expense; or to make decisions that are adverse to the public interest in other ways (e.g. the best decision isn't followed such as the best route to run a new commuter rail line, the Shah of Iran becomes super-rich at the expense of his people, etc.);
 9. Governmental abuse or violation of rights: Review a case where a government engages in human rights abuses (i.e., Pinochet in Chile, Pol Pot in Cambodia, Nazi Germany, the Pussy Riot case going on currently in Russia, etc.).
 10. Medical malpractice: review a case or class of cases such as over prescribing of drugs or unnecessary surgeries or other procedures.
- II. Watch: The Corporation
- III. Complete a 8-10 page research paper on a topic related to White Collar Crime, or presentation (10 or more slides) with audio (5-10 minutes). Using either Prezi, or Powerpoint (or similar program).





IV. Final exam.

