

JS135: White Collar Crime

Danielle A Harris

Lecture: Mondays and Wednesdays 9:00am – 10:15am
Spring 2005, San Jose State University – MH 520

Contact Details:

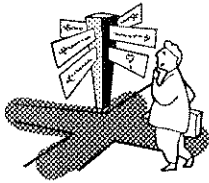
Office Hours: Monday 10:30-11:30 or by appointment

Office Location: MH 529

Phone (which I will only be able to answer twice a week): (408) 924 2949

Email (which I very much prefer): danielleharris@gmail.com

Website: TBA



Class Description:

This class explores white-collar crime in the United States from a selection of angles. First, paying particular attention to the definitional difficulties of distinguishing between occupational, corporate, organizational and general white-collar crime we will discuss various types of crime under these 'umbrella terms'. Second, we will explore possible theoretical explanations for one's involvement in such crime. Third, we will discuss the response of the Criminal Justice System to white-collar criminals including the investigation, prosecution, defense and punishment processes. Fourth, we will consider 'special topics' such as the emerging involvement of computers and women in white-collar offending and the specific problems they present. Finally, we will discuss the future of white-collar crime and our response to offending, offenders, victims, regulation, legislation and punishment.



Required Reading:

- Albanese, J. (1995) *White-Collar Crime in America*, New Jersey: Prentice Hall.
- Friedrichs, D. (2004) *Trusted Criminals 2nd Edn*, Belmont: Wadsworth.
- JSB135 Spring 2005 Book of Readings available at Maple Press. (individual articles are marked on class schedule with *)

Recommended Reading:

- Rosoff, S., Pontell, H. and Tillman, R. (2004) *Profit Without Honor: White-Collar Crime and the Looting of America 3rd Ed*, New Jersey: Prentice Hall.
- Simon, D. and Hagan, F. (1999) *White-Collar Deviance*, Boston: Allyn & Bacon.
- Simon, D. (2002) *Elite Deviance 7th Ed*, Boston: Allyn & Bacon.

Class Objectives:

1. Define 'white collar crime' and distinguish between it and organized crime (which is a separate class), corporate crime, organizational crime and occupational crime.
2. Discuss what constitutes 'crime' in an occupational or corporate context. How does it compare to street crime in terms of seriousness? Is embezzling millions from innocent people worse than murder?
3. Explore various theories and establish a theoretical framework to help define, explain and understand the motives behind white-collar crime.
4. Discuss the processes relevant to identifying and investigating white-collar criminals. How and why do they differ from investigative processes for other crimes? What are the specific difficulties?
5. Consider the adjudicative and correctional processes within the context of white-collar criminals. How and why do they differ from the court processing of 'regular' criminals?

Attendance:

Students are expected to attend all class meetings. Students are responsible for ALL material covered in class, whether they are in class or not. You are advised to make a friend in class who would be willing to share class notes with you and you with them since I will not provide notes to students who miss class.

Absences/Missed Exams:

Only university recognized excuses will be accepted. Excused absences include (but are not limited to): illness with a doctor's note, serious family emergency, special curricular requirements (e.g., field trips, conferences) and participation in official university activities (e.g., athletics). Students will be required to provide written documentation for their absence.

Statement on Classroom Disruptions:

Students are expected to be courteous to others in the class including the instructor. Any student engaged in a disruptive behavior will be asked to leave the class. Examples of disruptive behavior include arriving late to class, repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized, the use of cell phones and beepers, use of personal stereo systems, reading outside material, doing crossword puzzles, sleeping and side conversations.

Assessment Deadlines and Make-up Exams

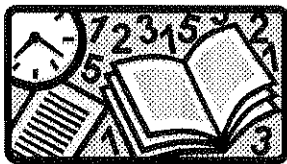
Submission Deadlines for written work and dates and times for examinations are firm. If you do not intend or will be unable to meet said deadline or attend an exam, you must let the instructor know via email **prior to** the deadline or exam. You will have 48 (actual, real time) hours in which to reschedule and the make-up exam must be taken within seven (7) days of the original exam at a time agreed upon by me. There will be no exceptions to this rule.

As the phone in our office is shared between a number of lecturers, I would prefer all communication to occur via email or in person. Please only use the telephone if it is absolutely necessary.

Academic Integrity and Plagiarism:

Academic dishonesty and plagiarism will not be tolerated under any circumstances. Plagiarism is defined as presenting someone else's work as your own. This includes copying from sources without citing and claiming someone else's original works or ideas as your own. Copying from another a student is also considered plagiarism.

Please note that violators of the academic integrity policy will be subject to failing this course and being reported to the Office of Judicial Affairs for disciplinary action which could result in suspension or expulsion from San Jose State University.



Assessment: (all written papers should be double spaced, Times New Roman, 12" sized font, default margins etc.)

Examinations (2 x 60 points): each exam will be 40 questions (true/false and multiple choice, scantron graded) with some short answer/essay questions at the end.

Homework Questions (3 x 20 points): read the material provided, and answer the questions in one to two pages (double spaced). Use the article to justify your answer.

Theory Paper (1 x 100 points): Write a three to four page paper. We have discussed in class how criminology is most often defined as 'the making of laws, the breaking of laws and society's reaction to the breaking of laws'. Choose a theoretical perspective that you think best describes the motivations for white-collar crime. Demonstrate your understanding by providing a clear overview of the theory in general and then outline what it offers to our understanding of this offense. Use the theory you have selected to discuss how you think society should react to individuals who engage in white-collar crime. How should they be investigated, prosecuted and punished? Be specific in your definition of white-collar crime and detail the specific type of crime if relevant.

Presentations (1 x 10 points): Each student will present on a particular type of white-collar or corporate crime. These presentations should last no longer than 5 minutes and will be integrated into the class discussion on each topic. Some kind of visual aide (PowerPoint slides, overhead transparencies or a handout) should be included in your presentation. If you choose a handout, please make sure you provide enough copies for your classmates. You can work alone, in pairs or in groups of three, depending on availability. The sign up sheet will be completed during the first class.

Participation/Video Questions (10 points): Participation in class discussions, video question sheets and pop quizzes will be assessed throughout the semester

**PLEASE NOTE: THERE IS
NO EXTRA CREDIT
IN THIS COURSE**

Grade Breakdown:

(Fill in your grades so you can keep track of your progress)

| <u>Assessment:</u> | <u>your points</u> | <u>total</u> |
|---------------------------------------------------|--------------------|--------------|
| <u>Presentation</u> | <u>/</u> | <u>10</u> |
| <u>Exam I (T/F, multi choice/short answer)</u> | <u>/</u> | <u>60</u> |
| <u>HWQ 1 Cornish and Clarke</u> | <u>/</u> | <u>20</u> |
| <u>HWQ 2 Sykes and Matza</u> | <u>/</u> | <u>20</u> |
| <u>HWQ 3 Bonger</u> | <u>/</u> | <u>20</u> |
| <u>Theory Paper</u> | <u>/</u> | <u>100</u> |
| <u>Exam II (T/F, multi choice/short answer)</u> | <u>/</u> | <u>60</u> |
| <u>Participation/Video Questionnaires/Quizzes</u> | <u>/</u> | <u>10</u> |
| | <u>/</u> | <u>300</u> |

grade cutoffs:

A – 90%+

B – 80% - 89%

C – 70% - 79%

D – 60% - 69%

F – less than 60%

| Wk | Date | Class Title | Content | Reading (chapter) | Assessment |
|----|-----------------------------------------------------|-------------------------|--------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 1 | W Jan 26 | Introduction | Syllabus, assessment | Sutherland (1)* | |
| 2 | M Jan 31 | Definitions | Differentiate WCC, OC, CC give examples | Albanese (1, 2) Friedrichs (1) | |
| | W Feb 2 | “ | Issues and difficulties | | |
| 3 | M Feb 7 | Nature and Extent | UCR/NCVS (how we know) | Albanese (6) Friedrichs (2) | |
| | W Feb 9 | “ | Effects, case studies | | |
| 4 | M Feb 14 | Types of WCC | Theft /Fraud and Occupational Crime | Albanese (3) Simon and Hagan (5)* | Students will present on particular types of white collar and corporate crimes. |
| | W Feb 16 | “ | | | |
| 5 | M Feb 21 | “ | Public Administration | Albanese (4) | |
| | W Feb 23 | “ | Governmental Crime | Friedrichs (5) | |
| 6 | M Feb 28 | “ | Regulatory Offenses | Albanese (5) Simon (5)* | |
| | W Mar 2 | “ | Environmental Crime | Rosoff, et al (4)* | |
| 7 | M Mar 7 | “ | High Tech / Computer Crime | NW3C (handouts) (x3)* Friedrichs (pp 184-190) | |
| | W Mar 9 | Review/Questions | | | |
| 8 | M Mar 14 | EXAM I | | <i>Everything so far</i> | Exam I |
| | W Mar 16 | Theory | General background/ Class/pos/rational choice | Albanese (7) Friedrichs (8) Cornish and Clarke* | HWQ 1 |
| 9 | M Mar 21 | “ | Soc Process/learning | Sutherland and Cressey* Sutherland (4)* | |
| | W Mar 23 | “ | Soc Learning continued | Sykes and Matza* | HWQ 2 |
| 10 | SPRING BREAK SPRING BREAK SPRING BREAK | | | | |
| 11 | M Apr 4 | “ | Strain Theory/Merton | | |
| | W Apr 6 | “ | American Dream | Messner and Rosenfeld* | HW3 |
| 12 | M Apr 11 | “ | Conflict/Critical Theory | Bonger* | |
| | W Apr 13 | CJS Response | Investigation/policing | Albanese (8) Friedrichs (10) | Theory Paper |
| 13 | M Apr 18 | “ | Investigation cont'd | | |
| | W Apr 20 | “ | Prosecution/Defense | Friedrichs (11) | |
| 14 | M Apr 25 | “ | Prosecution cont'd | | |
| | W Apr 27 | “ | Punishment/Regulation | Albanese (9) | |
| 15 | M May 2 | “ | Regulation cont'd | | |
| | W May 4 | “ | Reintegrative Shaming | Simpson et al (8)* Braithwaite (9)* | |
| 16 | M May 9 | Special Problems | Women and WCC | Albanese (10) Davies (handout)* Haantz (handout)* | |
| | W May 11 | Conclusions | | Albanese (12) Friedrichs (12) | |
| 17 | M May 16 | Review/Questions | | | |
| | TBA | EXAM II | | <i>Everything since exam I</i> | Exam II |