CCJS 663  
Issues in Corporate Crime  
Monday 4:00-6:45 pm  
Spring Semester, 2016  
Professor Sally S. Simpson  
Office Hours: Wednesday, 1:30-3:00 or by appointment.  
Ssimpson@umd.edu  
Course will meet in 2165E LeFrak Hall.

Course Description:

This course will provide a general overview of what is known about corporate crime and criminals. In particular, we will focus on the historical development of the concept and definitions; similarities to and differences from other offenders and crime types; characteristics of offenders and victims; what counts as corporate crime; the costs of crime, what explains and predicts offending (theory), and crime prevention and control. In the course of covering these subjects, however, the course also will highlight the relevance of corporate crime for mainstream criminology and identify important unresolved issues and puzzles that provide direction for further research.

Course Information:

Students with Disabilities  
If you have a documented physical or learning disability, I am willing to make the necessary accommodations. If this is the case, please let me know your needs by February 11th and we can discuss the best way in which to handle your specific situation. If you need test accommodations, I will need the testing form 1 week before each exam in order to get the exam to DSS in a timely manner. I am unable to accommodate students who are not registered with Disability Support Services or who do not provide me with documentation that has been reviewed by DSS.

Academic Integrity  
All students are expected to adhere to the highest standards of academic integrity. Students who violate these standards will be reported to the Office of Student Conduct. Please refer to the Code of Student Conduct in the current edition of the Undergraduate Catalog for additional information.

Inclement Weather Policy  
On occasion, classes may be cancelled due to inclement weather. If the University is closed on the day a midterm exam is scheduled or an assignment is due, the exam will be scheduled the next class meeting in which the University is open. Assignments will be due the next day that the University is open (turned into my mailbox in 2220 LeFrak Hall by close of business). If a final exam is cancelled, we will follow University rules for rescheduling.
Course Requirements and Expectations
This course will be structured as a tutorial. The tutorial is designed to give a few students the opportunity to engage with materials while providing individual attention to the students. Thus, students are expected to actively engage with the course material through presentations, critique, and discussion. Because the course meets only once per week*, each meeting will be segmented into a brief presentation of required reading material, critique, and discussion periods.

I expect the classroom environment to be intellectually stimulating and respectful. Disruptive students who demonstrate a lack of respect for others will not be tolerated. Students unable to show civility with one another or to me may be referred to the Office of Student Conduct or to Campus Police. All are expected to adhere to the Code of Student Conduct.

Disrespect and disruptions can also occur through the inappropriate use of technology. Cell phones should be silenced during class and put away. Laptop computers are allowed in this class solely for note-taking. Students found to be using personal technology devices in any way that is not specifically related to the day’s class discussion will be given a warning and asked to desist. The student will be asked to leave class if the behavior persists.

*Whether the class meetings once a week or every other week will be discussed at the first meeting of the class (due to inclement weather, February 1).

Attendance
Students are expected to attend class, keep up-to-date on reading materials and assignments, and participate in all class activities. Students who miss class due to illness or medical necessity will provide a self-excusal note for the absence upon return to class. This note should explain the reason for the absence and acknowledge that the information provided is accurate. I will accept one self-excusal, but any subsequent absences must be excused by written documentation from a health care provider.

Make-up policy. There are a limited number of circumstances under which major graded scheduled events (i.e., exams, in-class presentation, and paper) can be made up: (1) serious illness, (2) a death in the immediate family, (3) religious holiday observance, (4) participation in University activities at the request of university authorities, and (5) circumstances beyond the student’s control. Advanced notice is required (i.e., prior to missing a class or an exam). Notify me, via e-mail or telephone message except in the case of religious observance. Notice of religious observance conflicts must be given no later than the second class meeting (February 4). Official documentation from a health care professional is also required and must be provided no later than the first day of class upon your return if not sooner.

Required Books:

Student Requirements:

Class Participation
Because discussion is such an important component of this seminar, I expect that all students will keep up-to-date with weekly reading assignments. To assure participation, each student will be expected to share responsibility for presenting and discussing required reading assignments each time the course meets.

Exams
One midterm and one final examination, essay in format and based on lecture and reading materials, are scheduled for this course. The examinations will be administered in class and students will not be able to use notes or reading materials to answer exam questions. Only students who request to be excused, in writing and in advance, with appropriate documentation will be allowed to reschedule a make-up exam at a mutually convenient time for the instructor and the student. Acceptable excuses include student illness, religious observances (identified by the campus), participation in university activity at the request of university authorities, or compelling circumstances beyond the student’s control.

Research paper and presentation
Students are expected to write and present a research paper. The paper subject should be informed by materials covered in class reading or lecture, but it should represent a unique contribution to the field. A shortened version of this paper will be presented during the last two class periods of the semester.

It is possible for students to work together on a research project—especially if students are keen to collect data or to pursue projects that may result in MA or Ph.D. theses, scholarly publications, or conference papers. Students interested in this option, must contact the instructor to discuss a research plan. It may be possible to continue with a joint research project into fall semester for which students can earn additional course credits (independent study). This option will be discussed more fully on the first day of class.

Format of the Paper: Double spaced, typed in at least 12 point font with 1 inch margins. Papers should not exceed 25 pages. Minimal use (if at all) of popular culture sources (e.g., magazines) unless these sources are integral to the research (e.g., content analysis of popular media). ASA or APA citation style is preferred.
**Student Evaluation**

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100</td>
</tr>
<tr>
<td>Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>375</strong></td>
</tr>
</tbody>
</table>

Final grades will be calculated on a percentage basis. Students receiving 95 percent or greater of 375 points (356+) will receive an “A+”; 90-94% (338-355) will receive an “A”; 88-89% (330-337) will receive an “A-“; 85-87% (319-329) will receive a “B+”; 80-84% (300-318) will receive a “B”; 78-79 percent (293-299) will receive a “B-”; 75-77% (281-292) will receive a “C+”; 70-74% (267-280) will receive a “C”; 68-69 percent (255-266) will receive a “C-“; 65-67% (244-254) will receive a “D+”; 60-64% (225-243) will receive a “D”; 58-59% (218-224) will receive a “D-“; Less than 58 percent (217 and below) will receive an “F”.

**Important Dates:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 21</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>March 14-18</td>
<td>Spring Break, No classes</td>
</tr>
<tr>
<td>April 18</td>
<td>Guest Lecture, Courtney Stadd</td>
</tr>
<tr>
<td>May 9</td>
<td>Last Class, Papers due (by 4:00 pm)</td>
</tr>
<tr>
<td>May 16</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
Course Outline

PART I

February 1  I. What is White-Collar Crime? What is Corporate Crime?
A. Is white-collar crime really crime?
B. Crime definitions and crime types

Reading: Sutherland, White-Collar Crime; Paul Tappan, "Who is the Criminal?" (ELMS);

II. What do we know about the patterns of Corporate Crime?
A. Who are the Offenders
B. Who are the Victims?

Reading: Benson and Simpson (Part I); Shover; White Collar Crime (ELMS); Simpson Annual
Review White Collar Crime (ELMS); 2010 National Public Survey on White Collar Crime
(ELMS);

February 8  II. The Extent and Nature of Corporate Crime
A. Public Perceptions of Crime Seriousness
B. Estimating the Costs of Corporate Crime

Reading: Holtfreter, Van Slyke, Bratton, & Gertz, Public Perceptions of White-Collar Crime and
Punishment (ELMS); Corcoran, Pettinicchio, and Robbins, Religion and the Acceptability of
White-Collar Crime: A Cross-National Analysis (ELMS); McGurrin, Jarrell, Jahn, and
Cochrane, White Collar Crime Representation in the Criminological Literature Revisited, 2001-
2010 (ELMS).

February 15  III. Issues in Corporate Crime Measurement and Analysis
A. Data Sources
B. How do we Measure Corporate Crime and can we do it better?
C. Network Analysis

data (ELMS); Karpoff, Koester, Lee, and Martin, Database Challenges in Financial Misconduct
Research (ELMS); Deevy and Beals, Fraud: The Scope of the Problem (ELMS); Nash,
Bouchard, and Malm, Investing in People: The role of social networks in the diffusion of a large
scale fraud (ELMS)
IV. Explaining and Predicting Crime

A. Setting the Historical Context: The Politics of Theory and Policy

Reading: Hagan, Who are the Criminals?

B. Individual Level Explanations
   1. Biological/psychological Differences
   2. Differential Association/Social Learning

Reading: Benson and Simpson (chapters 3 and 4); Raine, Laufer, Yang, Narr, Thompson, and Toga, Increased Executive Functioning, Attention, and Cortical Thickness in White-Collar Criminals (ELMS); Review of Sutherland (1983)

February 29

3. Social Control/Low Self-Control
4. Techniques of Neutralization
5. Anomie/Strain

Reading: Gottfredson and Hirschi, "Causes of White-Collar Crime (ELMS);" Benson, “Denying the Guilty Mind” Criminology 23 (ELMS); Apel and Paternoster, Understanding “Criminogenic” Corporate Culture: What White-Collar Crime Researchers Can Learn from Studies of the Adolescent Employment–Crime Relationship (ELMS); Benson and Simpson (part III); Vaughan, Rational Choice, Situated Action, and the Social Control of Organizations” LSR 32 (ELMS); Nikos Passas (1990); Diane Vaughan (1982); Simpson, The Deconstruction of Antitrust (ELMS)

March 7

6. Rational choice
7. Life Course & Criminal Careers
8. Radical

Reading: Shover and Hochstetler, Choosing White-Collar Crime; Paternoster and Simpson (ELMS); Simpson and Koper (ELMS); In Simpson and Weisburd, the Criminality of White-Collar Crime (Agnew, Piquero, and Cullen; Piquero and Weisburd in ELMS); van Onna, et al. (ELMS)

March 14-18 SPRING BREAK

March 21 MIDTERM EXAM
March 28

C. Organizational Level Explanations
D. Macro Level Explanations
E. Integrated Explanations

Reading: Benson and Simpson (Part IV); Barak, Theft of a Nation; Simpson and Koper “The Changing of the Guard: Top Management Characteristics, Organizational Strain, and Antitrust Offending” 13: JQC (ELMS); Reed and Yeager, "Organizational Offending and NeoClassical Criminality,” Criminology (ELMS); Prechel and Morris, The Effects of Organizational and Political Embeddedness on Financial Malfeasance in the largest U.S. Corporations ASR (ELMS); Braithwaite, Crime Shame and Reintegration (ELMS).

PART II

April 4

V. Justice Systems and Corporate Crime Control

A. Formal Mechanisms of Control: Criminal, Civil, Administrative
B. Issues in Sentencing
   1. Sentencing Disparities
   2. U.S. Sentencing Guidelines for Organizational Sentencing
   3. Individual and Corporate Actors


April 11

C. The Prison Experience

VI. Do Corporate Sanctions Work?

April 18  

**GUEST LECTURE, Courtney Stadd**  
Topic: White-Collar Crime, Punishment, and Re-entry

April 25-May 2  

**VIII Policy Alternatives and Perils**

A. Corporate Governance, Whistle-blowers, and other gatekeepers  
B. Responsive Regulation  
C. The challenges of global regulation: What can be learned from cross cultural/national research?

**Reading:** Benson and Simpson (Part V); Braithwaite, The Essence of Responsive Regulation (ELMS); Coffee, chapter from Gatekeepers (ELMS); Sanders and Hamilton, “Distributing Responsibility for Wrongdoing Inside Corporate Hierarchies: Public Judgments in Three Societies” ABF (ELMS); Snider, “The sociology of corporate crime: An obituary” Theoretical Criminology (ELMS); Stretesky, “Corporate Self-Policing and the Environment” Criminology (ELMS); Simpson, Gibbs, Rorie, Slocum, Cohen, and Vandenbergh “An Empirical Assessment of Corporate Environmental Crime-Control Strategies (ELMS); Mesmer-Magnus and Viswesvaran, Whistleblowing in Organizations: An Examination of Correlates of Whistleblowing Intentions, Actions, and Retaliation (ELMS)

May 9  

` Class Presentations

May 16, 4:00 pm  

***************FINAL EXAMINATION***************