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 crime types; characteristics of offenders and victims; the costs of crime, theories of corporate crime, and strategies for crime prevention and control. In the course of covering these subjects, reading materials and lecture 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 Sept. 14th 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).

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. Each class 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.

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:

Brandon Garrett, Too Big to Jail (Belknap Press) ISBN-978-0674659919
Student Requirements:

Class Participation
Discussion is an important component of this seminar. All students will keep up-to-date with 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. Participation will be evaluated and graded.

Take Home Exams
Two exams are scheduled for this class, a midterm and a final. The midterm exam will cover the first part of the class (definitions/measurement/theory) and the final exam will contain material from the second part of the class (justice processing/policy). Students will select two questions out of several to answer. The answer should reflect relevant reading and class materials.

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 a research paper. The paper subject should be informed by class reading/lecture materials, but it should represent a unique contribution to the field. A shortened version of the paper will be presented during the last class period 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 20 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>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams</td>
<td>200</td>
</tr>
<tr>
<td>Research Paper</td>
<td>50</td>
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<tr>
<td>Paper Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Class Participation</td>
<td>50 (50% awarded for lead presentation, 50% for discussion)</td>
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<tr>
<td><strong>Total</strong></td>
<td>350</td>
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</tbody>
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Final grades will be calculated on a percentage basis. Students receiving 95 percent or greater of 350 points (285) will receive an “A+”; 90-94% average will receive an “A”; 88-89% average will receive an “A-”; 85-87% average will receive a “B+”; 80-84% average will receive a “B”; 78-79% average will receive a “B-”; 75-77% average will receive a “C+”; 70-74% average will receive a “C”; 68-69% average will receive a “C-“; 65-67% average will receive a “D+”; 60-64% average will receive a “D”; 58-59% average will receive a “D-“; Less than 58% average will receive an “F”.

Important Dates:

- October 19: Midterm Exam
- November 16 & 23: No Class, ASC and Thanksgiving Break
- December 7: Class presentations
- December 10: Research papers due
- December 14: Final exam
Course Outline

PART I

August 31

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

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

September 7

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

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

         B. Public Perceptions of Crime Seriousness
         C. Estimating the Costs of Corporate Crime

Reading: Holtfreter, Van Slyke, Bratton, & Gertz, Public Perceptions of White-Collar Crime and
         Punishment (ELMS); Mark A. Cohen, Willingness to Pay to Reduce White-Collar and Corporate
         Crime (ELMS)

September 14

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)
September 21

IV. Explaining and Predicting Crime

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

Reading: Hagan, Who are the Criminals?

B. Micro Level Explanations
   1. Biological/psychological Differences

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);

September 28 and October 5

2. Differential Association/Social Learning
3. Social Control/Low Self-Control
4. Techniques of Neutralization
5. Rational Choice

Reading: Review of Sutherland (1983); Gottfredson and Hirschi, "Causes of White-Collar Crime (ELMS);" Benson, “Denying the Guilty Mind” Criminology 23 (ELMS); Benson and Simpson (part III); Vaughan, Rational Choice, Situated Action, and the Social Control of Organizations” LSR 32 (ELMS); Shover and Hochstetler, Choosing White-Collar Crime; Paternoster and Simpson (ELMS); Simpson and Koper, Deterring Corporate Crime (ELMS);

October 12

C. Integrated/Organizational/Macro
   1. Organizational Life Course & Criminal Careers
   2. Anomie/Strain
   3. Radical

Reading: Benson and Simpson (Part IV); Simpson, The Deconstruction of Antitrust (ELMS); van Onna, et al. (ELMS); Nikos Passas, Anomie and Corporate Deviance (1990); Barak, Theft of a Nation; Simpson and Koper “The Changing of the Guard: Top Management Characteristics, Organizational Strain, and Antitrust Offending” (ELMS); Reed and Yeager, "Organizational Offending and NeoClassical Criminality,” (ELMS); Prechel and Morris, The Effects of Organizational and Political Embeddedness on Financial Malfeasance in the largest U.S. Corporations (ELMS); Braithwaite, Crime Shame and Reintegration (ELMS).

*******************************************Midterm Exam, October 19*******************************************
PART II

V. Justice Systems and Corporate Crime Control

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


November 2

3. Individual and Corporate Actors: Responsible Parties
4. Non Prosecution Agreements/Deferred Prosecution Agreements

Reading: Garrett, Too Big to Jail: How Prosecutors Compromise with Corporations. Alexander and Cohen, The Evolution of Corporate Criminal Settlements (ELMS)

November 9

VI. Do Corporate Sanctions Work?

1. Special Sensitivity Hypothesis
2. Deterrence

Reading: William A. Stadler, Michael L. Benson, Francis T. Cullen. Revisiting the Special Sensitivity Hypothesis: The Prison Experience of White-Collar Inmates. (ELMS); Arlen, The Failure of the Organizational Sentencing Guidelines (ELMS); Schell-Busey, Simpson, Rorie, and Alper “What Works? A systematic review of corporate deterrence” Criminology and Public Policy (2016) with comments by Paternoster, Yeager, and Braithwaite (ELMS);

November 16 and November 23 No Class, ASC meetings & Thanksgiving Break

November 30

VII Policy Alternatives and Perils
A. To Punish or Persuade?
B. Responsive Regulation

**Reading:** Benson and Simpson (Part V); Braithwaite, The Essence of Responsive Regulation (ELMS); Simpson, Gibbs, Rorie, Slocum, Cohen, and Vandenberghe “An Empirical Assessment of Corporate Environmental Crime-Control Strategies (ELMS);

December 7      Class Presentations

***************Final Exam, December 14 (4 pm)***************