

CJ 5305 White Collar Crime

Instructor: Dr. Lorie Rubenser

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Office Hours: Generally MTW 8-11, W 1-4 but with the Law Enforcement Academy underway, I am often in that classroom. Best bet is to email or make an appointment

Office: MAB 109

Books:

Coleman, James William (2006) *The Criminal Elite: Understanding White Collar Crime*. 6th edition. Worth Publishers

Course Description: This course will cover topics relating to white collar crimes across America. Topics will cover both historical and contemporary perspectives as well as corporate and individual level offenses.

Criminal Justice Graduate Student Learning Outcomes (SLOs):

CJ SLO 1. The student will be able to identify, assess and compare policy processes and outcomes in Criminal Justice and various legal challenges to laws and policies within Criminal Justice.

CJ SLO 2. The student will be able to identify and apply criminological theories and competing theory arguments.

CJ SLO 3. The student will be able to develop a working knowledge of the process and application of the methods of scientific research, including the ability to critique a piece of research based on its methodology and develop the ability to apply research to Criminal Justice and Homeland Security policy.

Course Learning Objectives:

At the end of the course students will have developed the ability to analyze the impact of white collar crimes as compared to street crimes. Students will also be able to evaluate enforcement efforts in terms of effectiveness.

This course will be contained within the Blackboard format and will not meet in person during the term. Students are expected to log in regularly to complete assignments. Students should familiarize themselves with all of the sections of blackboard available for this course. Assignments and tests will be listed under the appropriate subheading. Students will also need to become familiar with the discussion board for completing some of this work.

As this is a graduate course, students will be expected to be self motivated, and work independently. Standards for graduate courses are higher than those for undergraduate work – students will engage in more research, reading, and writing.

Requirements: Final grades for this course will be based on your performance on the following items: 3 Exams (20% each), Discussion Questions (25%), 3 News Summary Assignments (15%).

Tests: The exams for this course will consist of essay (at least 3 paragraphs - intro, body, conclusion) questions. The exam schedule will be listed under the exams section. There will be no make-ups for these exams.

News Summary Assignment:

Students will be required to find a news item related in some way to white collar crimes. Students should summarize the main points and post it to the discussion board. Each student will then be required to comment in a meaningful way on at least 3 of these posts. Students are not required to comment on all of the posts. Students will write 3 summaries and 9 responses to others to complete this assignment. Details for this assignment will be posted under the assignment section of the course

Discussion Questions: Each week there will be a new discussion question posted on the Discussion Board of Blackboard. Students will need to log frequently in order to deal with these questions in a timely manner. Students will also be expected to respond to the information posted by other students which may mean logging in several times a week. Students are expected to contribute in significant ways to the discussion boards, based on the readings, but also on personal experience and knowledge gained through other course work, media reports, etc. This portion of the course is expected to replace the normal dialog that would occur within an in-class course and students will be expected to have a thorough knowledge of the subjects being discussed. This means that students will have to do outside research. Rules for the content and grading will be posted under the assignment section for this class.

Student Café: To enhance the discussion of the course and ensure that students have a mechanism to seek answers to both course related and outside questions, a Student Café area has been posted in the Discussion Board area. Students may post any question or helpful information they wish to share with their fellow students and the professor. It is not required that students post anything here and this is not a part of the course grade. It is for student benefit only. Posts may not be abusive or otherwise offensive.

Code of Conduct: This is a graduate level course and students are expected to behave as professional adults. Students are expected to do their own work on all tests and assignments. Cheating and plagiarism on tests or assignments will result in a grade of “F” on that part of the course, a possible grade of “F” for the entire course, and possible recommendation for suspension from the university.

Plagiarism consists of presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations or other work in whole or in part as one's own when such work has been prepared by another person or copied from another person (see the Student Handbook).

Open discussion of course issues is encouraged, however, abusive, offensive or otherwise inappropriate language will not be tolerated – this includes profanity, racial/ethnic slurs, personal attacks on other members of the course, etc. Part of the learning process is learning to communicate effectively and professionally. A direct quote from a published source may occasionally contain such language, but use of the quote should be limited and explained – why is it necessary to use such quote?

Any assignment containing abusive, offensive, or profane language, or creating an offensive environment in the course will result in a grade of 0 for that assignment. The introductory question and the student café are not graded; however occurrences in these areas will result in 100 points per occurrence being subtracted from the overall Discussion Question grade – just like getting a 0 on one of the graded questions.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Important!

See your instructor promptly if you are having problems with your course work or are in need of special assistance.

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu .

Tentative Course Schedule (Subject to change if necessary)

Week 1 – August 22- Intro Question, Discussion Question 1, read Chapter 1

Week 2 – August 29 - Discussion Question 2 – read Chapters 1-2

Week 3 – September 5 - Discussion Question 3 – read Chapter 2

Labor Day holiday on the 5th so assignments begin on the 6th.

Week 4 – September 12 - Discussion Question 4 – read Chapter 2

Week 5 – September 19 - Discussion Question 5 – read Chapter 2

News Assignment 1 original post due September 23

Test 1 – September 22-26

Week 6 – September 26 - Discussion Question 6 – read Chapter 3

Week 7 – October 3 - Discussion Question 7 – read Chapter 3

News Assignment 1 responses to others due October 7

Week 8 – October 10 - Discussion Question 8 – read Chapters 3- 4

Week 9 – October 17 - Discussion Question 9 – read Chapter 4

News Assignment 2 original post due October 21

Week 10 – October 24 - Discussion Question 10 – read Chapter 4

Test 2 – October 27-31

Week 11 – October 31 - Discussion Question 11 – read Chapter 5

News Assignment 2 responses to others due November 4

Daylight Savings Time Ends – November 6 – Move clocks back one hour

Week 12 – November 7 - Discussion Question 12 – read Chapters 5-6

November 11 – Veteran’s Day

November 11 – last day to drop a class

Week 13 – November 14 - Discussion Question 13 – read Chapter 6

Test 3 – November 17-21

News Assignment 3 original post due November 18

Week 14 – November 21 - November 23-27 – University Closed for Thanksgiving – no Discussion Question this week

Week 15 – November 28 - Discussion Question 14 – course wrap up

News Assignment 3 responses to others due December 2

December 9 - Graduation