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| <b>WHITE COLAR CRIME</b><br><b>(2025_SUMM_30293_CJ_5305</b><br><b>2W1_White Collar Crime)</b><br><b>Start Date:</b> 07/07/2025 <b>End Date:</b> 08/13/2025<br><b>Classroom:</b> Online | <b>Assistant Professor Ercan BALCIOGLU</b><br>Tel: (432) 837-8336<br><a href="mailto:ercan.balcioglu@sulross.edu">ercan.balcioglu@sulross.edu</a><br><b>Class hours:</b> Online<br><b>Office hours:</b> By Appointment |
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**Contacting Me:** The best way to reach me is via email. Do not hesitate to contact me for any reason. I will respond to email inquiries as soon as possible.

### COURSE MATERIALS

*The following course materials are required*

1. Payne, Brian K. (2021). *White-Collar Crime: A Systems Approach*, Third Edition, SAGE Publications, Inc, eBook ISBN: 9781071833926.
2. Recommended-American Psychological Association (October 2019). Publication Manual of the American Psychological Association, Seventh Edition,  
<https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>

Additional resources, including supplementary readings, videos, and other materials, will be made available on Blackboard throughout the semester.

### SRSU Library Services

The Bryan Wildenthal Memorial Library at Sul Ross State University provides free resources and services for the entire SRSU community, including books, articles, and online databases accessible at [www.library.sulross.edu](http://www.library.sulross.edu). Off-campus access requires your LoboID and password. A photo ID is required to check out physical materials. Librarians are available for assistance via email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), phone (432-837-8123), or in person.

For RGC students: You also have access to the Southwest Texas Junior College (SWTJC) Libraries located in Uvalde, Del Rio, and Eagle Pass. These libraries provide additional space and resources, as well as access to online materials via [library.swtjc.edu](http://library.swtjc.edu). Moreover, they serve as pickup locations for InterLibrary Loan (ILL) services from the Alpine campus. Logging into your Sul Ross Blackboard account connects you directly to the library webpage, where you can explore online databases and access articles on the reading list. Please note, the syllabus is subject to updates. Regularly check course announcements for changes. The instructor reserves the right to modify the syllabus as necessary.

### Course Description

This course is designed to deepen students' understanding of the key topics, issues, and complexities surrounding white-collar crime. It provides a comprehensive examination of the phenomenon, including its definitions, typologies, theoretical frameworks, and practical responses. Students will explore the roles of law enforcement, the judicial system, and correctional approaches in addressing white-collar offenses.

Additionally, the course will cover countermeasures, policy strategies, and emerging challenges in the detection and prevention of white-collar crime.

### Course Learning Objectives

This course is designed to provide students with a comprehensive understanding of key issues related to **white-collar crime**. Upon successful completion of the course, students will be able to:

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- **LO1:** Describe the evolving **definitions, characteristics, and impact** of white-collar crime, including its **scope** and **societal consequences**.
  - **LO2:** Identify and analyze various **types of white-collar crimes** across sectors such as **retail, entertainment, insurance, healthcare**, and others.
  - **LO3:** Evaluate and apply **theoretical perspectives**—both **social** and **individual**—that explain the causes and dynamics of white-collar crime.
  - **LO4:** Examine the **intersections** between **white-collar crime** and **cybercrime**, including emerging trends and challenges.
  - **LO5:** Analyze the relationship between **white-collar crime** and **corporate systems**, including organizational structures and regulatory environments.
  - **LO6:** Understand the link between **white-collar crime** and **environmental crime**, with attention to corporate environmental harm and legal accountability.
  - **LO7:** Identify and assess the roles of **national** and **global law enforcement agencies and institutions** involved in policing and preventing white-collar crime.
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### Student Learning Outcomes

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**CJ-GRAD-SLO 1:** The student will be able to analyze the function and decision making of the court systems of the United States, including the ability to assess the impact the impact of court rulings, in particular those of the Supreme Court.

**CJ-GRAD-SLO 2:** Student will be able to identify and apply criminological theories and competing theory arguments.

**CJ-GRAD-SLO 3:** 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.

### MARKETABLE SKILLS:

This course is designed also to help the students build various marketable skills to use in their in careers Criminal Justice-related professions. Specifically, in this course, the following marketable skills, which are some of the most important skills for such careers, will be emphasized during this course:

**MS 1-** Written Communication Skills

**MS 2-** Critical Thinking and Observation **MS 3-**  
Multicultural Understanding.

**MS 4-** Accessing Resources with Crime Data and the most current updates of legal codes and procedures.

**MS 5-** Teamwork and Working Collaboratively

**MS 6-** Analyzing Factors Contributing to Crime

## Technology Requirements

This course requires frequent use of **Blackboard**. Students must check it regularly for announcements, assignments, grades, and course materials. Key Blackboard tools include email, course documents, discussion boards, grade center, SafeAssign, and external links.

### Basic Computer Skills Needed:

- Sending/receiving email with attachments
- Browsing the internet and downloading files
- Using word processing software (e.g., MS Word)

### Required Technology:

- A reliable computer with stable internet access
- A current web browser capable of streaming content and downloading materials
- Access to Blackboard using your **LoboID and password**

For assistance, tutorials are available on the Blackboard support page.

## Participation Policy

This is a fully online course with no class meetings scheduled. However, active participation is expected. To start, please complete the non-graded **“Introduction” post** to introduce yourself to your classmates and your professor.

Students are expected to:

- **Log into Blackboard regularly** to check announcements, assignments, and deadlines
- **Complete all assignments and exams online** by their posted due dates
- **Contact the instructor via email** with any questions about course materials, assignments, or exams.

Consistent engagement is key to success in this course.

## Attendance Policy

Although this is a fully online course, student engagement and participation are still mandatory. The University’s attendance policy applies to all distance learning courses. A student may be dropped with an **“F” grade** for excessive non-participation—defined as **more than 3 weeks of inactivity** in a long semester, **1 week in a summer session**, or **3 days in a midwinter session**.

### Inactivity includes:

- Not logging into Blackboard
- Not submitting assignments
- Not participating in required activities
- Not communicating with the instructor
- Not following the participation guidelines in the syllabus

Students must respect academic integrity and copyright laws. All submitted work must be their own unless group work is specifically assigned. Additionally, students accessing the course from a remote site are expected to treat the host campus, its facilities, and staff with professionalism and care.

Students are required to check their **SRSU email accounts regularly**, as all official communications—including those sent via Blackboard—will be directed there.

## Late Assignment Submission Policy

All coursework and assignments must be submitted **by the stated deadlines**. Late work is generally **not accepted**, as students are informed of all due dates at the beginning of the term and are expected to plan accordingly.

Exceptions will only be made in cases of **documented and university-recognized excuses**. If a student misses an assignment or exam, they must promptly provide a valid explanation and supporting documentation.

Students are strongly encouraged to review the syllabus regularly and stay informed of all deadlines throughout the semester.

### Academic Integrity

Students are expected to uphold the highest standards of academic honesty as outlined in the **Sul Ross Student Code of Conduct**. Any form of academic dishonesty—including **cheating, plagiarism, collusion, fabrication, or falsification of records**—will not be tolerated and will be addressed in accordance with university policies.

#### Definitions:

- **Cheating:** Using unauthorized materials or assistance during exams, altering academic records, or obtaining answers through dishonest means.
- **Plagiarism:** Submitting another's work, ideas, or words as your own without proper citation.
- **Collusion:** Assisting or being complicit in another student's academic dishonesty.

Using tools like **ChatGPT or other AI generators** is prohibited unless explicitly permitted for a specific assignment. Violations may result in penalties ranging from a failing grade on an assignment to failure of the course and may lead to further disciplinary action.

Maintaining academic integrity protects both the value of your education and the credibility of the university.

### APA Style

This course will use the American Psychological Association (APA) Seventh Edition formatting and style guide for all written assignments. If you have any questions or concerns regarding the use of APA a few resources have been provided below. Please note that all external sources must be appropriately cited. A failure to do so constitutes plagiarism and is a violation the course academic honesty standards. Beside numerous online sources you can also visit the following link for help with APA [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

### Student Support Services

Sul Ross State University offers various programs to help students succeed, including advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of services, visit Student Support Services at <https://www.sulross.edu/section/311/student-support-services>. For more information, contact SSS at (432) 837-9118 or visit Ferguson Hall, Room 105.

**Counseling Services:** Sul Ross students have access to nine free counseling sessions through TimelyCare. For 24/7 support, visit TimelyCare/SRSU. In-person counseling is also available in Ferguson Hall, Room 112 (Alpine campus), and via telehealth for remote and RGC students.

### Students with Special Needs - Americans with Disabilities Act as Amended (ADAAA)

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) The office is located on the first floor of Ferguson Hall # 112, and the mailing address is P.O. Box C-122, SRSU, Alpine. Texas, 79832.

### Departmental Undergraduate Program Marketable Skills (Aligned with Texas Higher Education Coordinating Board – 60x30TX Plan)

The 60x30TX initiative aims for 60% of Texans aged 25–34 to hold a degree or credential by 2030. One key component of this goal is that all graduates from public institutions in Texas will complete academic

programs with clearly defined marketable skills—competencies valued by employers that support career readiness and lifelong employability.

Marketable skills include both technical and soft skills—often referred to as “employability” or “transferable” skills—developed through coursework, research, internships, and co-curricular activities.

Graduates of the Homeland Security and Criminal Justice Undergraduate Programs at Sul Ross State University will demonstrate the following marketable skills:

1. Effective Verbal and Written Communication
2. Data Literacy and Quantitative Analysis Skills
3. Critical Thinking and Observational Abilities
4. Teamwork and Collaborative Work Practices
5. Cultural Competency and Multicultural Understanding
6. Analytical Skills in Crime Causation and Prevention
7. Knowledge of Legal Codes, Procedures, and Public Safety Protocols

These skills prepare students for diverse roles in law enforcement, homeland security, public service, and justice-related professions.

### Other Course Expectations

- This is an upper-level college course, and students are expected to produce work that reflects that level of academic rigor. This includes the use of proper APA formatting, correct grammar, clear sentence structure, and organized presentation of ideas.
- Students are responsible for carefully reviewing the syllabus to stay informed about assignment requirements and due dates. Please contact the instructor promptly if clarification is needed.

### Course Evaluation

#### Reaction Papers (100 Points Each)

You are required to submit a **Reaction Paper** each week based on the assigned readings.

Each paper should meet the following format requirements:

- **Length:** 1 full page
- **Spacing:** 1.5-spaced
- **Font:** 12-point Times New Roman

Each Reaction Paper should focus on the **assigned readings for the week**. If there is more than one assigned reading, you are expected to **read all required materials** but may choose **one reading** on which to base your paper for that week.

**Important:** A Reaction Paper is **not a summary** of the reading. Instead, it should reflect:

- Your **perspective**
- Your **analysis and critique** of the ideas presented
- Any **connections** you see to course themes or real-world applications

**Due Date:** Reaction Papers are due **every Sunday by 11:00 PM (CT)** unless otherwise noted.

#### Weekly Quizzes (100 Points Each)

You will complete a **weekly quiz** to assess your understanding of the week’s required readings.

#### Quiz Availability:

- Quizzes will be **posted every Friday at 1:00 PM (CT)** on Blackboard.

#### Due Date:

- Quizzes must be submitted by **Sunday at 11:00 PM (CT)** each week.

Each quiz is worth **10 points** and will cover key concepts and material from the assigned readings for that week.

## Midterm Exam (100 Points)

### Annotated Bibliography Assignment

For your **Midterm Exam**, you will prepare an **Annotated Bibliography** of **10–12 scholarly sources** that will serve as part of the literature foundation for your **Final Paper**.

You must use **scholarly, scientific, peer-reviewed journal articles**.

- **Government or expert reports** are the only exception to this requirement.
- **Web articles, popular magazines, and newspapers** (e.g., NYT, Time, Newsweek) will **not** receive credit unless the article is a **reprint from a peer-reviewed journal**.
- Your selected articles should reflect **scientific research** and the use of appropriate **research methods**.

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### For Each Source, Your Annotation Should Address the Following:

1. **Author(s):** Who wrote the article?
2. **Purpose:** What was the author's purpose in writing this piece?
3. **Major Findings:** What are the key assertions or findings of the article?
4. **Evidence:** How does the author support these findings?
5. **Comparison:** How does this source compare or contrast with another source in your bibliography?
6. **Relevance:** How does this source contribute to your understanding of your chosen Final Paper topic?
7. **Research Methods:** What research methods were used in this study?

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### Introductory Paragraph:

Before listing your annotations, include a brief **introductory paragraph** explaining:

- The topic you are researching
- Why you believe this topic is **important** or significant

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### Formatting and Length Requirements:

- Use **APA citation format** for all entries.
  - For APA guidance, see:  
[APA Style Guide](#)  
Purdue OWL APA Guide
- Each annotation should be approximately **300–400 words per article** (excluding the citation line).

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### Important Notes:

- This assignment will count as your **Midterm Exam grade (100 points)**.
- Selecting high-quality, relevant sources is critical for both this assignment and your success on the Final Paper.
- Be sure to plan ahead — preparing a strong annotated bibliography now will help streamline your Final Paper writing process.

## Final / Research Paper (200 Points)

Your **Final Paper** will focus on a topic related to **White-Collar Crime**, in keeping with the overall focus of this course. You may select any element of white-collar crime to explore in depth, including but not limited to:

- **Policy responses**
- **Causes and contributing factors**
- **Theoretical explanations**
- **Impacts and scope**
- **Types of white-collar crime**
- **Industries and areas affected**
- **Offender techniques**
- **Detection and investigation methods**
- **Sentencing practices**
- **Landmark cases**

A **sample paper** will be posted on **Blackboard** to provide guidance on proper formatting and structure.

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#### **Requirements:**

- Your paper must include **at least 10 scholarly citations**.
  - **Websites, Wikipedia, news media, or popular magazines** (e.g., NYT, Newsweek) are **not acceptable sources**.
  - Use **peer-reviewed journal articles, books, or government/expert reports**.
- Length: **10 to 15 pages** (not including **cover page** or **reference list**)
- Format:
  - **Double-spaced**
  - **12-point Times New Roman font**
  - **APA style** for formatting and citations
    - [APA Style Guide](#)
    - [Purdue OWL APA Guide](#)

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#### **Submission Process – 3 Steps:**

Your Final Paper will be submitted in the following **three stages** to guide your progress and ensure proper feedback:

- 1 Topic Proposal / Introduction of Topic**
- 2 Annotated Bibliography (Midterm Exam Assignment)**
- 3 Final Paper Submission**

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**Important:** Refer to the **course calendar** and **academic calendar** posted on Blackboard for all important **due dates** and **submission deadlines**.

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This **Final Paper** will be worth **300 points** — it is the largest single component of your course grade. Please begin planning and researching your topic early in the term.



## Grading

### Grading Components

| Assessment                      | Points |
|---------------------------------|--------|
| Reaction Papers (5 x 20 points) | 100    |
| Weekly Quizzes (5 x 20 points)  | 100    |
| Midterm Exam                    | 100    |
| Final Paper                     | 200    |
| Total Possible Points           | 500    |

### Course Grade Scale

| Letter Grade | Points Range |
|--------------|--------------|
| A            | 500 – 460    |
| B            | 459 – 420    |
| C            | 419 – 380    |
| D            | 379 – 340    |
| F            | 339 & below  |

## Course Schedule

This course schedule is subject to change as needed to meet the needs of the course. Students will be notified of adjustments when they are made. Also, any additional reading materials, resources and other information will be posted on Blackboard. Students will be notified of how to access this information by the instructor. **\*\*\*All times are in central time\*\*\***

| DATES  | TOPICS   | READINGS   |
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| Week 1<br>July 7 – July 13                     | Introduction of Syllabus and course requirements<br>Introduction and Overview of White-Collar Crime: A Systems Perspective<br>Understanding White-Collar Crime: Definitions, Extent, and Consequences<br>Crime in Sales-Related Occupations: A Systems Perspective | Payne, Chapters 1-2-3<br>QUIZ-1<br>REACTION PAPER 1    |
| Week 2<br>July 14 – 20                         | Crime in the Health Care System<br>Crime in Systems of Social Control<br>Crime in the Political System<br><b>INTRODUCTION RESEARCH PAPER TOPIC</b>   | Payne, Chapters 4-5-6<br>QUIZ-2<br>REACTION PAPER 2    |
| Week 3<br>July 21– 27                          | Crime in the Educational System<br>Crime in the Economic System<br>Crime in the Cyber System   | Payne, Chapter 7-8-9<br>QUIZ-3<br>REACTION PAPER 3     |
| Week 4<br>July 28 –Aug 3                       | Crime by the Corporate System<br>Environmental Crime<br>Explaining White-Collar Crime<br><b>MIDTERM EXAM</b><br><b>ANNOTATED BIBLIOGRAPHY</b>  | Payne, Chapters 10-11-12<br>QUIZ-4<br>REACTION PAPER 4 |
| Week 5<br>Aug 4 – Aug 10                       | Policing White-Collar Crime<br>Judicial Proceedings and White-Collar Crime<br>The Corrections Subsystem and White-Collar Crime   | Payne, Chapter 13-14-15<br>QUIZ-5<br>REACTION PAPER 5  |
| <b>Aug 10-13</b><br><b>!!! END OF TERM !!!</b> | <b>FINAL PAPER SUBMISSION</b><br><b>(Due Date Wednesday, July 5, 2021)</b>   |  |

**END OF COURSE EVALUATIONS:** Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a link to a survey for each course in which they are enrolled. All responses are anonymous.