CJ809 (731): Corporate Environmental Crime and Risk

Course Syllabus

Spring 2010
Online @ MSU

Instructor

<table>
<thead>
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<tr>
<td>Telephone</td>
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<tr>
<td>Office hours</td>
<td>M, W: 10AM – 11AM</td>
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*See below for additional information

Course Description

Corporations and small businesses are major actors in the environmental arena. Some business activities are heavily regulated under environmental law, but other environmental risks are created absent regulation. To facilitate the development of theory and practice related to corporate environmental performance, the course offers a description of the range of environmental behavior displayed by companies (i.e., risk, harm, crime, compliance, and overcompliance), its impacts and an overview of theories designed to explain corporate environmental performance. In this course, students will also review and critically assess a variety of interventions by different actors (e.g., governments, the public, the company itself) designed to influence corporate environmental behavior, including government regulation (e.g., punitive and cooperative strategies), third party “regulation” (e.g., informal social control, environmental activism, supply chain management) and self-“regulation” (e.g., voluntary programs, environmental management systems). Finally, this course explores “smart” or “responsive” regulation, a set of tools to determine the appropriate combination of actors and intervention strategies to address specific corporate environmental issues.

Course Expectations

ACTIVE LEARNING: A consistent research literature demonstrates that passive learning (i.e., copying, memorizing, and regurgitating lecture notes) is a very weak educational method. Active learning strategies that “involve students in doing things and thinking about what they are doing” (Bonwell and Eison, 1991) are associated with a variety of positive educational outcomes including more learning in the content area, longer retention times, and the development of higher-order reasoning and critical-thinking skills (DeZure, 2006). Active learning is particularly important in a graduate class because you need these skills to conduct independent research (as an academic, a policy analyst, or for an agency). Thus, I designed the course around an active learning model; students are required to take a substantial amount of responsibility for learning and understanding the course material. I will act as a guide through the material. Lecture notes will provide a framework for understanding the reading material, but you must read, summarize and critically think about the assigned papers to develop a real understanding of the topic. I will not summarize every article for you and simply regurgitating lecture notes to complete assignments will not be sufficient. Assignments and your final exam will require you to think and write critically about the assigned topics. To facilitate critical thinking, please see the power point presentation developed by Dr. Louie Rivers posted in the welcome materials.
COURSE GRADES. Course grades are based on the percent of points you earn on your assignments and final exam. All work will be critically graded. To receive a 4.0 the quality of your work must be “outstanding” (well beyond average).

Assignments (200 points). Students are required to complete seven assignments on the dates specified in the syllabus. Assignments include discussion boards (2), essays (2), quizzes (2) and one group “presentation.” With the exception of the first week which runs Monday at 8AM to Friday at midnight (please see syllabus for specific dates), a new topic will be introduced every Saturday morning (materials open at 8AM) and assignments will be due the following Friday night by midnight. My goal with this schedule is to allow you to have the weekend to read and reflect on the material and the rest of the week to complete the assignment. One assignment will be done in teams, so please consult with your team early in the week to complete the work on time. Your teammates will provide feedback on your level of participation on group assignments; points will be reduced if your teammates indicate a lack of effort. You do not have assignments every week. However, assignments and the final exam will cover all of the course material, so I highly recommend that you keep up from week to week.

Discussion Boards (25 points each). Discussion boards require critical analysis of a specific topic or connections across different topics covered in class via personal reflection and interaction with classmates. Discussion boards are not the same as essay assignment. Thus, you should focus on discussing rather than writing an essay that answers every question that I post. You are required to post TWICE during the week to receive ANY credit. You are also required to make a point and comment on a previous post (think of it as a relay). The first post should start with the first question and discussions should build from there (i.e., you do not have to answer every question to receive credit, you simply have to provide thoughtful comments just like you would in an in class discussion). You also do not have to write formally or provide citations (although you can if you think it is important). Just write clearly enough so that your classmates can understand your points. Feel free to provide examples for your professional experience, research background or popular culture readings to demonstrate your point.

Essays (50 points each). Essays require critical analysis of a specific topic or connections across different topics covered in class, but without the benefit of your classmates. These assignments are designed to help you learn how to analyze and synthesize theory and empirical evidence to make a knowledgeable argument about a particular issue. These assignments are also designed to help you learn how to put your argument on paper in a logical and coherent way. Feedback on your essays should shape your writing skills for the final exam. All essays should be double-spaced with a 12 point font and 1 inch margins. Essays should include appropriate citations (author and year in text is sufficient, you do not need to include a reference page unless you cite something that was not assigned for class). Students are allowed to consult notes and reading materials, but are not allowed to consult with each other or pre-written internet materials on exams (see statement of academic dishonesty). All work must be original and your own.

Quizzes (10 points each). Quizzes will be in standard true/false, multiple choice and fill in the blank format and will be taken on ANGEL. These quizzes are designed simply to keep you on track with the reading and to prepare you for larger assignments. The questions will require you to carefully read the assigned materials for the specified weeks, but should offer you an opportunity for some easy points.
Group Presentation (30 points). You will be put into two teams for this assignment. Each team will be assigned one chapter in Smart Regulation that contains a case study of regulation created using a Smart Regulation process. Please create a presentation that reviews the problem addressed in the chapter (in enough detail to teach the other team about your reading because each team will only read one chapter) and highlights how Smart Regulation was used (or could be used) to create policy to address the problem. The group presentation must be in PowerPoint format. Presentations will be shared with the class. Group members will be solicited for feedback on your level of participation. Grades will be lowered if a lack of participation is evident.

Final Exam (100 points). Students are required to take a cumulative final essay exam. Students are allowed to consult notes and reading materials, but are not allowed to consult with each other or pre-written internet materials on exams (see statement of academic dishonesty). All work must be original and your own. The exam should include appropriate citations (author and year in text is sufficient, you do not need to include a reference page unless you cite something that was not assigned for class). Students who plagiarize will receive a failing grade (see statement on academic dishonesty). For information on plagiarism, see http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml. The final exam will be distributed on April 28th and due on May 5th by midnight.

Bonus Points (10 points). Students have one (and only one) opportunity to earn bonus points. You can earn 10 bonus points on your final exam by posting some biographical information to the discussion board in week 1. It helps increase interaction if you know a little about your classmates, so please participate in this assignment (it will also benefit your grade in the long run!).

Course grades will be determined using the following scale:

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<tr>
<th>Grade Point</th>
<th>Percentage</th>
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<tr>
<td>4.0</td>
<td>92.0%-100%</td>
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<tr>
<td>3.5</td>
<td>85.0%-91.9%</td>
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<tr>
<td>3.0</td>
<td>80.0%-84.9%</td>
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<tr>
<td>2.5</td>
<td>75.0%-79.9%</td>
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<tr>
<td>2.0</td>
<td>70.0%-74.9%</td>
</tr>
<tr>
<td>1.5</td>
<td>65.0%-69.9%</td>
</tr>
<tr>
<td>1.0</td>
<td>60.0%-64.9%</td>
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<tr>
<td>0.0</td>
<td>Below 60.0%</td>
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**Note that course grades of 2.0 or higher are considered passing for graduate students in the School of Criminal Justice and students must keep a cumulative GPA of 3.0.**

Course Outline and Schedule

With the exception of the first week (which runs Monday at 8AM to Friday at midnight, please see dates below) we begin with a new topic on Saturday (8AM) and you have one week (until Friday at midnight) to complete the readings and assignments. My goal with this schedule is to allow you to have the weekend to read and reflect on the material with the rest of the week to complete the assignment. Reading materials will be accessible throughout the semester, but discussion boards and drop boxes for assignments, discussion boards and the final exam will close at the due date and time. I highly recommend that you begin their course work as early as possible. Because of the length of time allowed to complete course materials, extensions will not be granted for any reason.
Smart Regulation: Designing Environmental Policy is the required text for this course (Gunningham, Neil and Peter Grabosky. 1998/2004. *Smart Regulation: Designing Environmental Policy*. Oxford: Oxford University Press). This book is available at the book store, but it is expensive! I recommend either purchasing it used over the web (I have seen it for $40) or accessing it through Questia, an online library. You can pay a monthly fee and since you only need it for two months, it will be much cheaper than the purchasing the book. Additional readings are made available via a course packet. You can purchase a print or PDF (or combined) version of the packet and the cost includes the price of shipping. You should receive an email on or after January 4th with details on how to make this purchase.

**Course Schedule**

<table>
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<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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Suggested Reading:  
### Week 3: 1/23 – 1/29

**Measuring and Describing Corporate Environmental Performance**


**Suggested Reading:**

### Discussion Board (25 points) on Crime, Overcompliance and Risk (see ANGEL for additional details) due by midnight on Friday

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### Section II: Theories of Corporate Environmental Performance

**Week 4: 1/30 – 2/5**

**Introduction to Theorizing about Corporations**


**Suggested Readings:**

| Week 6: 2/13 – 2/19 | Organizational Level Theories | Strain Theory
Rational Calculator Models
Incorporating Positive Motivations

Essay (50 points) on corporate crime theory (see ANGEL for additional details) due by midnight on Friday (2/12)
<table>
<thead>
<tr>
<th>Week 7: 2/20 – 2/26</th>
<th>Macro and Multi-Level Theories</th>
<th>Suggested Reading:</th>
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<tr>
<th>Week 8: 2/27 – 3/5</th>
<th>Miscellaneous: Problems with the Law and the Nature of the Pollution</th>
<th>Suggested Reading:</th>
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2. Bandyopadhyay and Horowitz “Do | Quiz (10 points) on weeks 6 and 7 readings (take on ANGEL) due by midnight on Friday (2/26)
### III. Interventions

**Week 9:**
3/13 – 3/19

**Government Regulation:**
Command and Control Legislation and Legalistic Styles of Policing

2. Smart Regulation, Chapter 2 (pages 37-50)

**Suggested Reading:**

**Week 10:**
3/20 – 3/26

**Government Regulation:**
Cooperative and Flexible Regulatory Approaches and Styles of Policing

1. Smart Regulation, Chapter 2 (pages 50-88)

**Suggested Readings:**

**Discussion Board (25 points) on problems associated with command and control interventions (see ANGEL for additional details); due by midnight on Friday (3/19)**
| Week 11: 3/27 – 4/2 | Third-Party “Regulation” | 1. Smart Regulation, Chapter 3  
Suggested Reading:  
Essay (50 points) on alternative forms of “regulation” (see ANGEL for additional details) due by midnight on Friday (4/9) |
An Analysis of Three Cases” Chp 5 in Improving Regulation: Case Studies in Environment, Health and Safety, RFF Press.

Suggested Reading:

Section IV: Implementing Interventions

Week 13: 4/10 – 4/16
Crafting Policy Using Smart Regulation
1. Smart Regulation, Chapter 1
2. Smart Regulation, Chapter 6

Week 14: 4/17 – 4/23
Policy Lessons in Practice: Case Studies
1. Team 1: Smart Regulation, Chapter 4
2. Team 2: Smart Regulation, Chapter 5
Team presentation (30 points, see ANGEL for additional details) due by midnight on Friday (4/23)

Week 15: 4/24 – 4/30
Final Thoughts on Policy

**I reserve the right to make changes to the syllabus as necessary throughout the semester.

Course Assistance

Office Hours. I have scheduled office hours in the daytime during the work week. However, I am aware that some of you are working full-time and/or not on campus and office hours during the day may not be convenient for you. In addition, I will be out of the country and will not hold office hours (or receive phone messages) between January 22\textsuperscript{nd} and February 18\textsuperscript{th}. Please email me if you have questions or need assistance. If the issue cannot be resolved over email, we can also chat online (I will create a chat room under “Communicate” on ANGEL) or connect over Skype.

Technical Assistance. If you have technological difficulties, please contact the ANGEL help desk immediately (517-355-2345 or 1-800-500-1554). Students will not be penalized for technological problems.
Additional Resources. The library provides special assistance for online classes, ranging from ANGEL to obtaining library materials. Please spend some time on http://www2.lib.msu.edu/howto/onlineoffcampus.jsp to see what assistance is available!

Course Policies

Statement on Academic Dishonesty: Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the School of Criminal Justice adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.). Therefore, unless authorized by your instructor or otherwise specified in the syllabus, you are expected to complete all course assignments without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work. Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work.

Intellectual Property. The course materials represent the intellectual property of the instructor. Please do not use or reproduce the syllabus or lectures for purposes beyond this course without the written permission of the instructor.