



**CRM 405A – SEMINAR: CRIMES OF THE POWERFUL
SPRING 2018**

Instructor: Dr. Anamika Twyman-Ghoshal
Office: Martin 235
Office Hours: Monday 10am-12noon and by appointment.
E-mail: atwymanghoshal@stonehill.edu
Extension: 508-565-5649
Class Meetings: Monday 2:30 pm- 5pm
Room: Martin Institute 206

AIMS OF THE COURSE:

This course critically examines the various dimensions of crimes of the powerful, in contrast to the common focus on the crimes of the powerless. Grounded in critical criminology, the class studies various forms of state and state-corporate crimes. Beginning with an exploration of the definition of crime, the foundation of human rights and the international criminal justice system, the course provides a base for understanding various types of state and corporate activity as harmful, deviant behavior. Topics covered include genocide, war crimes, environmental crime and crimes of globalization. The course prepares students to understand causation, victimization, and control problems of these often hidden but extremely harmful forms of deviance.

REQUIRED TEXTS:

- Dawn Rothe and David Kauzlarich, (2016). *Crimes of the Powerful: An Introduction*. Routledge. **(R&K)**
You can access an online version at <https://www.vitalsource.com/products/crimes-of-the-powerful-dawn-rothe-v9781317631170>
- Andrew Clapham, (2007). *Human Rights. A Very Short Introduction*. Oxford University Press. **(AC)**
- Dawn Rothe and Christopher Mullins, (2011). *State Crime: Current Perspectives*. Rutgers University Press **(eR&M)** (Electronic copy available through library)
- Gregg Barak (Ed.). (2015). *The Routledge International Handbook of the Crimes of the Powerful*. Routledge. **(GB)** (Hard copy available through library)

NOTE: ADDITIONAL READINGS **WILL** BE **REQUIRED** - THEY WILL NEED TO BE FOUND USING THE LIBRARY OR WILL BE MADE AVAILABLE ON eLEARN.

RECOMMENDED TEXTS:

- Penny Green and Tony Ward, (2004). *State Crime: Governments, Violence and Corruption*. Pluto Press **(eG&W)** (Electronic copy available through library)
- David O. Friedrich. (2010). *Trusted Criminals*. Wadsworth (2010)
- William Chambliss, Raymond Michalowski, and Ronald Kramer's (Eds.), (2010). *State Crime in a Global Age*. Willan.
- Raymond Michalowski and Ronald Kramer's (Eds.). (2006). *State-Corporate Crime*. Rutgers.
- David Whyte. (2009). *Crimes of the Powerful: A Reader*. MacGraw Hill.
- Jeffrey Ian Ross. (2012). *An Introduction to Political Crime*. The Policy Press

LEARNING OBJECTIVES:

- Students will develop a critical understanding of the effects of economic, racial, ethnic, gender, and cultural diversity on defining crime and social control.
- Through the understanding of human rights students will develop a broader application of criminology to understanding ethical and social justice implication of criminology and the criminal justice system.
- Students will be able to utilize criminological theory and research to understand and explore various forms of crimes of the powerful.
- Students will acquire a broader understanding of the basic principles of international criminal law.
- Students will acquire written communication skills.

EXPECTATIONS:

CLASSROOM POLICIES: You need to **arrive to class on time and remain for the entire session**. Due to the disruption late arrivals cause, no one will be admitted to the classroom ten minutes after the beginning of the class. If there is a serious reason for the delay, please email or call me in advance. For the same reason, no early departures are allowed, unless you have asked for it at the beginning of the class.

You are expected to **submit work on the days specified below**. **Late work** will not be read.

If **any issues or concerns** arise during the semester, please come and see me **as soon as possible**. Do NOT wait till the end of the semester.

CELL PHONES: Each **cell phone is to be turned to silent mode during class time and remain out of sight throughout the entire duration of the class. Do not use the phone during class time.**

CLASS DISCUSSIONS: This is a discussion-based class, therefore it is **required that ALL students participate** in each class session. In class discussions, students should work on **developing an ability to defend their ideas (supported by evidence) but also an openness to relinquish and modify positions that are not justifiable.**

In addition, I would like ALL students to be **aware of their own biases and work on these throughout the semester.**

ELEARN: I will use eLearn for communication, announcements and *posting of additional readings*. **You are expected to check eLearn regularly in order to remain informed of the most recent developments in schedule and assignments.**

ASSIGNMENT SUBMISSIONS: **All coursework should be submitted BOTH ON ELEARN AS WELL AS A HARD COPY** in class or my office on the due date. Work that is missing in either hard copy or electronic format on eLearn **will have points deducted**. You may be required or permitted to submit work to me via email. **By submitting work in this manner, you are consenting to receiving grades or feedback from me via email.**

WORK LOAD: The federal definition of a credit one hour of classroom or direct faculty instruction and a *minimum* of two hours of student work for approximately fifteen weeks. Therefore, my expectation is that **you are spending at least six hours per week in addition to our time in the classroom.**

READINGS: It is important that you arrive to class having completed ***ALL* the readings *COMPLETELY* for that week in advance of the class**. Class meeting will be used to clarify the course material and to elicit critical discussion. Attendance, preparedness, and participation are a portion of your grade. Participation requires not only that you attend class prepared for each lecture, but that you engage in class discussion.

MOVIES: Any movies that are listed in the syllabus can be accessed via the library's SWANK portal, available here: <http://0-dc.swankmp.com.library.stonehill.edu/stonehill306222/sdc/content/fbrowse.aspx>

COLLABORATION: My expectation is that you will adhere to the **Stonehill Academic Honor Code and Academic Integrity Policy** found in the 2017-2018 Hillbook under Academic Policies and Procedures. My expectation is that you will adhere to the **Stonehill Academic Honor Code and Academic Integrity Policy** found in the 2015-2016 Hillbook under Academic Policies and Procedures.

In this course, **I expect students to work independently** on all assignments and exams, unless otherwise specified. Evidence of collaboration will result in a failing grade. When in doubt, always verify with me if something is being done properly or is allowable in this class rather than simply make an assumption based on the fact that it was or is currently allowable in another class.

FACEBOOK: With the idea of continuing discussions beyond the classroom and staying up to date on current events and debates, make sure you **like my Facebook page 'Professor Twyman-Ghoshal'**. This is a way to engage in continued criminological conversations and thoughtful comments will be counted towards your class participation grade.

GRADING:

Grades are assigned using objective criteria, they are non-negotiable. Your running course average will be available on eLearn. Your grade reflects points that you have earned over the course of the semester.

Grade	Definition	Percentage	Quality Points per Credit Hour
A	Excellent, work that is of the highest standard, showing distinction	93-100	4.00
A-		90-92	3.70
B+	Good, work that is of high quality	87-89	3.30
B		83-86	3.00
B-	Satisfactory, work that fulfills requirements in quality and quantity and meets acceptable standard for graduation	80-82	2.70
C+		77-79	2.30
C		73-76	2.00
C-	Passing, work that falls below graduation standard, yet is deserving of credit.	70-72	1.70
D+		67-69	1.30
D		60-66	1.00
F	Failure, work undeserving of credit	59 and under	0.00

RESOURCES FOR ACADEMIC SUPPORT

The Center for Writing and Academic Achievement (CWAA) provides academic support services in a welcoming, professional environment that emphasizes collaborative learning and peer tutoring, supplemented with professional-level support. The CWAA offers a variety of academic support services, including peer tutoring in writing, math, and foreign languages. The CWAA is located in MacPháidín Library, Room 314. Drop-in hours are offered Sunday – Thursday. Students can visit the [CWAA website](#) to view schedules, make appointments, or request a tutor.

INCLUSIVE CLASSROOM

Stonehill College embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique cultural and religious experiences, beliefs, and perspectives. We all benefit from a diverse living and learning environment, and the sharing of differences in ideas, experiences, and beliefs help us shape our own perspectives. Course content and campus discussions will heighten your awareness to these differences. There are many resources for anyone seeking support or with questions about diversity and inclusion at Stonehill. Resources are infused throughout the Mission Division, Academic Affairs, and Student Affairs. If you'd like more information on how to get connected to resources, the Office of Intercultural Affairs is a good first stop: Location: Duffy 149, Phone: 508-565-1409, Email: diversity@stonehill.edu.

If you are a witness to or experience an act of bias at Stonehill, you may submit a bias incident report online or on the Stonehill App. If you would like to learn more on bias incident prevention and response, or submit a report please visit: <http://www.stonehill.edu/offices-services/intercultural-affairs/bias-response-protocol/>

A personal note from your professor... If you ever have a concern about my behavior or that of another student in the class, please, please approach me in person, by email, or with an anonymous note under my door... whatever it takes so that I can continue to work on creating an inclusive classroom environment. Thank you!

ACADEMIC ACCOMMODATIONS

Stonehill College is committed to providing a welcoming, supportive and inclusive environment for students with disabilities. The Office of Accessibility Resources (OAR) provides a point of coordination, resources and support for students with disabilities and the campus community. If you anticipate or experience physical or academic barriers based on disability, please let me know so that we can discuss options. You are also welcome to contact OAR to begin this conversation or to establish reasonable accommodations for this or other courses. OAR is located within the Academic Services & Advising Suite

in Duffy 104. For additional information please call (508) 565-1306 or email accessibility-resources@stonehill.edu

EVALUATION:

ATTENDANCE & PARTICIPATION: (10%)

Regular attendance will be monitored in class. Attendance will be graded out of 15 points, all *unexcused* absences will result in the deduction of one point. As part of your participation grade questions and discussions are required in this *discussion based* class, this includes making comments and contributing constructively to *every* class session and on my Facebook page. This grade will also include any quizzes which may be held unannounced if I feel the need to monitor your reading. A record of active participation will be noted positively towards your attendance & participation grade.

SKRAWLS: (30%)

Throughout the semester students are expected to write “skrawl” reflections on various topics covered during the semester. These assignments will vary, they may include pieces where I ask you to consider some questions on a specific section of the readings, or I might post a relevant video clip, or I will leave it open for you to discuss the topic covered in the readings we have. The piece should start with a brief summary of the key elements from the on that topic but should mainly focus on demonstrating your active thinking of the subject, making associations with other knowledge or experiences you have and thinking about the broader implications of the ideas presented.

To write skrawls each student will need to sign up for a Skrawl account at skrawl.com and then join my class writing room at <https://skrawl.com/room/dd3708ab>. Skrawl requires students to write and then vote on the best work each week, all of this is done anonymously (learn more here <http://skrawl.com/help>). **Therefore you will need to submit your ‘bits’ that week by Saturday (midnight), and vote on the winning submission by Sunday (midnight).** The winning skrawls will come together in the completed class ‘ebook’ at the end of the semester. Students are required to submit ALL assigned skrawls that show evidence of thoughtful reading during the semester (each skrawl may contain multiple bits) to receive a passing grade for the Skrawl component of the grade.

Please note: Skrawls are time sensitive and there is **NO possibility to make up missed Skrawls. Make sure you complete the writing and voting on time.**

SKRAWL GRADING POLICY:

1. Basic Submission	+ 6 points
2. Evidence of good effort or strong argument	+1 point
3. Voting	+2 points
4. Winning Skrawl	+1 point
<i>Total points possible</i>	<i>10 points</i>

ASSIGNMENTS: (60%)

There will be **FOUR** assignments that need to be completed for this class, these are aimed at showcasing the knowledge gained from readings and in class, practicing your independent research skills, and improving your writing skills (make sure to also focus on your writing (e.g. punctuation, use simple language, proper use of parts of speech, etc.). Remember that since we are covering topics outside of mainstream criminology and in the spirit of truly interdisciplinary work, you will need to venture outside our discipline for sources, you can look to the fields of political sciences, international relations, sociology, economy and the humanities. Be prepared to talk about your work in class.

ASSIGNMENT #1: **CONTENT ANALYSIS REPORT** – For your first assignment you will be conducting a mini content analysis. You will choose a major news website and record how many of their lead stories are devoted to crimes of the powerful and crimes of the powerless. To do this you will need define exactly what you are looking for (use the readings to guide your definitions and record the judgments you make as you scroll though the various stories) and set a time parameter for you research. Your results should be written up in a **two-page** (follow page limits) report which you will present to class. The report should begin with your working definition of crime of the powerful and powerless and the research parameters you set. Provide a visual aid to present your findings and conclude with what this tells us about the focus on news media. **Use at**

least three of the six sources you have read for class (weeks 1 through 3) to support your statements. Make sure to show the support for your statements with in-text citations and a separate, full reference page using APA style.

News websites to choose from: Boston Globe, The Guardian, British Broadcasting Corporation (BBC), Al Jazeera, National Public Radio (NPR), CNN, The Independent, The New York Times, The LA Times, The New Yorker, The Atlantic. If you can speak another language, you could use a non-English news website.

ASSIGNMENT #2: STATE CRIME OP ED – For your second assignment, you are tasked with finding a state crime that you have not heard of and familiarizing yourself with the topic. To find the subject of your summary, please use the Human Rights Watch (HRW) <https://www.hrw.org/> and/or Amnesty International (AI) <https://www.amnesty.org/en/> websites. Once you have identified a topic you are interested in, read the HRW or AI **report(s)** and find **one or two** academic peer-reviewed articles on the subject (look at journals such as State Crime and Critical Criminology). You are encouraged to **add at least two additional sources** from the class readings (weeks 1 through 9). From these **four-six sources**, write a **two-page** Opinion Editorial identifying the reasons the court should take on the case. This is a *persuasive* paper. The first paragraph should introduce your topic and present your point of view, make sure you have a clear thesis statement. Your paper should present evidence from your readings to persuade the reader of your point of view. Explain the what, where, when and how of the state crime and why it is important for the ICC to take on the case. Make sure to show the support for your statements with in-text citations and include a separate, full reference page using APA style.

ASSIGNMENT #3: CORPORATE /STATE-CORPORATE CRIME LETTER – For your third assignment, you are tasked with finding a corporate or state-corporate crime that you have not heard of and familiarizing yourself with the topic. To find the subject of your summary, please use the Corporate Accountability, Corporate Watch, Human Rights Watch Business section and Amnesty International Corporate Accountability section websites (see also other webpages listed in R&K's Chapter 6 Also read the corporate research guide created by CorpWatch, you can find it here: <http://www.corpwatch.org/article.php?id=945>. Once you have identified a topic you are interested in, read the report(s) and find **one or two** academic peer-reviewed articles on the subject (again you can look at journals such as State Crime and Critical Criminology). You are encouraged to **add at least two additional sources** from the class readings (weeks 1 through 13). From these **four-six sources**, write a letter from the perspective of a survivor of the crime to the corporation. Explain the what, where, when and how of the corporate or state-corporate crime (identify clearly which one of the two it is), however in your letter you need to put yourself in the position of someone that has been affected by the harmful action providing a powerful explanation as to why they should cease the harmful activity. The letter should be succinct and informative, no more than **two-pages**. Make sure to show the support for your statements with in-text citations and include a separate, full reference page using APA style.

Assignment #4: POLICY MEMO – Using all of the knowledge gained from the course and focusing on the problems of controlling crimes of the powerful, write a **three-page** policy memorandum where you suggest a solution or solutions to reducing crimes of the powerful. You can choose a specific problem (e.g. Burundi, genocide, Walmart, pollution, Iraq, etc.) or you can take a more general approach (e.g. crimes of globalization, state-corporate crime, corporate power), the subject and policy should be something you feel strongly about. In your policy memo, you will need to convey key information analysis, and a conclusion that will help your readers make a better decision than they would have otherwise. As you write, remember you are writing an informative paper. Use **at least two** of the assigned readings and **three** peer-reviewed sources from your independent research. Make sure to show the support for your statements with in-text citations and include a separate, full reference page using APA style.

SCHEDULE & READINGS

The following is a tentative schedule; changes will be announced in advance. It is *YOUR* responsibility to be aware of any such changes. Make sure you *regularly* check on eLearn and Facebook for announcements. Ensure that you have read all required readings (indicated in **bold**) *BEFORE* you come to class.

Week	Dates	Topic & Readings
Part I: An Introduction to Crimes of the Powerful		
1.	1/16	Introductions: Crime & Power <ul style="list-style-type: none"> • Friedrichs, D. (2015). Crimes of the powerful and the definition of crime. In G. Barak (Ed.) <i>The Routledge International Handbook of the Crimes of the Powerful</i> (Chapter 1). London: Routledge. (GB) • Rothe & Kauzlarich, Chapter 1 (R&K)
2	1/22	Defining & Constructing Crime <ul style="list-style-type: none"> • Rothe & Kauzlarich, Chapter 2 (R&K) • Buist, C., & Leighton, P. (2015). Corporate criminals constructing while collar crime: or why there is no corporate crime on the USA network's White Collar series. In G. Barak (Ed.) <i>The Routledge International Handbook of the Crimes of the Powerful</i> (Chapter 4). London: Routledge. (GB) • Collins, V.E., Farrell, A.L., McKee, J.R., Martin, F.A., & Monk-Turner, E. (2011). The State of Coverage: The Media's Representation of International Issues and State Crime. <i>International Criminal Justice Review</i>, 21(1), 5-21.
3	1/29	Studying the Crimes of the Powerful <ul style="list-style-type: none"> • Rothe & Kauzlarich, Chapter 3 & 5 (R&K) • Tombs, S., & Whyte, D. (2003). Unmasking the crimes of the powerful. <i>Critical Criminology</i>, 11(3), 217-236. • Listen to Tombs interview at the Open University: http://www.open.edu/openlearn/people-politics-law/crimes-the-powerful/content-section-5
ASSIGNMENT #1 DUE 1/29		
4	2/5	Critical Criminology & Crimes of the Powerful <ul style="list-style-type: none"> • Rothe & Kauzlarich, Chapter 4 (R&K) • Newburn, T. (2013). Chapter 12, Radical and critical criminology. In T. Newburn, <i>Criminology</i> (252-266). London: Routledge. (eLearn) • Newburn, T. (2013). Chapter 13, Realist criminology. In T. Newburn, <i>Criminology</i> (252-266). London: Routledge. (eLearn)
Part II: International Crimes		
5	2/12	Human Rights* <ul style="list-style-type: none"> • Clapham, Chapter 1, 2 & 5 (AC) • Barak, G. (1990). Crime, criminology and human rights: Towards an understanding of state criminality. <i>The Journal of Human Justice</i>, 2(1), 11-28. (eLearn)
EXTRA CREDIT EVENT & ASSIGNMENT: Filmmaker, Activist, Former Black Panther, and Pulitzer Prize Winner Jamal Joseph Thursday, February 15, 2018: 7:00 pm – 9:00 pm in the Martin Auditorium		
6	2/19	State Crime & International Criminal Justice <ul style="list-style-type: none"> • Clapham, Chapter 3 (AC) • Rothe & Kauzlarich, Chapter 7 (R&K) • Mullins, C. (2011). The current status and role of the International Criminal Court. In D. Rothe and C. Mullins (Eds.) <i>State Crime: Current perspectives</i> (Chapter 13). New Brunswick, NJ: Rutgers University Press (R&M)
7	2/26	Genocide & Crimes Against Humanity <ul style="list-style-type: none"> • Green & Ward, Chapter 10 (eG&W) • Rothe, D., & Bohlander, M. (2011). Legal precedent, jurisprudence, and state crime: Pinochet and crimes against humanity. In D. Rothe and C. Mullins (Eds.) <i>State Crime: Current perspectives</i> (Chapter 7). New Brunswick, NJ: Rutgers University Press (R&M)

- 8 3/5 • **WATCH:** Hotel Rwanda
Spring Vacation – No Class
- 9 3/12 **War Crimes, Crimes of Aggression, & Torture**
 - **Clapham**, Chapter 4 (AC)
 - **Kramer, R., & Kauzlarich, D.** (2011). Nuclear weapons, international law and the normalization of state crime. In D. Rothe and C. Mullins (Eds.) *State Crime: Current perspectives* (Chapter 3). New Brunswick, NJ: Rutgers University Press (**R&M**)
 - **Kramer, R., & Michalowski, R.** (2011). Empire and exceptionalism: The Bush Administration's criminal war against Iraq. In D. Rothe and C. Mullins (Eds.) *State Crime: Current perspectives* (Chapter 4). New Brunswick, NJ: Rutgers University Press (**R&M**)

ASSIGNMENT #2 DUE 3/12

Part III: Other Types of Crimes of the Powerful

- 10 3/19 **Corporations & the State**
 - **Rothe & Kauzlarich**, Chapter 6 & 8 (**R&K**)

EXTRA CREDIT EVENT & ASSIGNMENT:

Criminal Justice Reform Panel

Monday March 19th, 2018: 11:30am am – 2:00 pm in the Martin Auditorium

- 11 3/26 **Environmental Crimes**
 - **Green & Ward**, Chapter 4 (**G&W**)
 - **White, R.** (2015). Climate change, ecocide and the crimes of the powerful. In G. Barak (Ed.) *The Routledge International Handbook of the Crimes of the Powerful* (Chapter 14). London: Routledge. (**GB**)

12. 4/2 Easter Break – No Class

- 13. 4/9 **Crimes of Globalization**
 - **Rothe & Kauzlarich**, Chapter 9 & 10 (**R&K**)
 - **Twyman-Ghoshal, A. & Passas, N.** (2011). State and corporate drivers of global dysnomie: horrendous crimes and the law. In G. Barak (Ed.) *The Routledge International Handbook of the Crimes of the Powerful* (Chapter 6). London: Routledge. (**GB**)

14 4/16 **Inside Job**

ASSIGNMENT #3 DUE

Part IV: Controlling Crimes of the Powerful

- 15 4/23 **Regulation & Ethics**
 - **Rothe & Kauzlarich**, Chapter 12 (**R&K**)
 - **Kennedy, J.** (2015). Business ethics as a means of controlling abusive corporate behavior. In G. Barak (Ed.) *The Routledge International Handbook of the Crimes of the Powerful* (Chapter 32). London: Routledge. (**GB**)
 - **Barak, G.** (2015). Limiting financial capital and regulatory control as non-penal control to Wall Street looting and high-risk securities fraud. In G. Barak (Ed.) *The Routledge International Handbook of the Crimes of the Powerful* (Chapter 38). London: Routledge. (**GB**)

- 16 4/30 **Alternative Approaches**
 - **Rothe & Kauzlarich**, Chapter 13 & 14 (**R&K**)
 - **Rothe, D.** (2011). Complementary and alternative domestic responses to state crime. In D. Rothe and C. Mullins (Eds.) *State Crime: Current perspectives* (Chapter 9). New Brunswick, NJ: Rutgers University Press (**R&M**)
 - **Hunter, B., & Farrall, S.** (2015). Post-conviction and powerful offenders: the white collar offender and professional-ex. In G. Barak (Ed.) *The Routledge International Handbook of the Crimes of the Powerful* (Chapter 31). London: Routledge. (**GB**)

ASSIGNMENT #4 DUE