

**CRIJ 5310**  
**ADVANCED CRIMINOLOGICAL THEORY**  
**Spring 2024**  
**Monday, 6:00 PM to 8:50 PM, Education Building 112**

Professor: Dr. Mario V. Cano  
Office: Education Building 111  
Office Hours: Monday and Wednesday, 1:30 PM to 3:30 PM; or by appointment  
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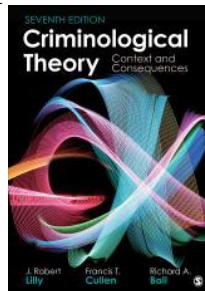
**COVID-19 PRECAUTION STATEMENT**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing. The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear facemasks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine and/or booster. If you still need the vaccine and/or booster, it is widely available in the El Paso area and on campus. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

**COURSE OVERVIEW**

This course primarily introduces mainstream theories in criminology and their historical and social origins. The primary objectives of the course are to develop an understanding of (1) the assumptions of major theories of crime, (2) the history of how these theories developed, and (3) strengths and weaknesses of each theoretical perspective. Focus will be placed on seminal works that helped to shape criminology as a discipline.

**REQUIRED READINGS**



Lilly, J. R., Cullen, F. T., & Ball, R. A. (2018). *Criminological theory: Context and consequences*. Sage Publications.

## COURSE STRUCTURE AND GRADING

***Class Participation:*** Class participation is worth 20 percent of the course grade. This course is a graduate seminar, in that students will be expected to make a meaningful contribution to the discussion, and carry a large part of the conversation. The class works best when students are engaged. Do not be afraid to talk or to share ideas—you are just as likely (if not more likely) to gain insights and learn from each other as you are from the professor. Consistent attendance, coupled with thoughtful participation that advances the class discourse, are required to earn full credit. Even when you do not serve as a discussion leader, it is expected that you come to class prepared with talking points, notes, and questions to address from the assigned readings. All assigned readings should be completed before class time.

Students must also serve as a discussion leader for two classes, and turn in discussion questions during their assigned week based on the assigned readings (three total questions each week) prior to the start of class.

With respect to the attendance policy, excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. This is a face-to-face class (not a flex class) and thus we will be meeting in-person each week, without a virtual component. If you will not be able to attend class due to an illness or other crisis, please email me *before* class to let me know that you will be absent. Pending excused absences, all students are expected to attend *every* class and come prepared to participate. Exams are based heavily on what is covered in class. Please become familiar with the class attendance policy:

<u>Missed Classes</u>	<u>Final Course Grade Penalty</u>
One	No penalty
Two	B or less
Three	C or less
Four or more	F

***Weekly Writing Syntheses:*** Students should expect to have 11 weekly writing assignments, *one* due *every* week indicated on the schedule. Each writing assignment is worth five percent of the course grade. To receive full credit, papers should be submitted by the start of the scheduled class time (Mondays at 6:00 PM). These assignments should be submitted electronically before physically attending class every Monday. Even though we will have 11 assigned syntheses, only eight syntheses will count towards your final grade. Thus, three syntheses will be dropped.

A well-crafted synthesis succinctly summarizes key sections of the reading and expands on them. After you summarize key sections, write towards some of the following:

- 1) Reflect on how the readings advanced criminological theory
- 2) Apply key concepts to everyday life or other readings from your education (e.g., this class or others)

- 3) Do these theories make sense within the temporal context in which they were created or generated? How so or how not?
- 4) A specific idea from a theory or perspective that you find interesting. Expand on this.

You do not need to write in such a staccato manner where you summarize the readings and then answer each question back-to-back. Feel free to integrate this into a broader writing approach that touches on each of these four elements. Please refrain from simply stating that you “like” or “agree” with the assigned readings or the readings are “interesting” or “good.” Moreover, you should not regurgitate what the textbook or journal articles state. Your weekly writing synthesis will have two total sections (w/ suggested lengths):

- A) Succinctly summarize the readings (500 words)
- B) Discuss and address each of the four expansion points above (800 words)

With respect to mechanics, papers should be typed and double-spaced, use Times New Roman, twelve-inch font with one-inch margins, be approximately three pages in length, and use APA or Chicago format.

**Exams:** There will be two take-home essay exams. Exam #1 (40 percent) will cover material from the first part of the course, and Exam #2 (40 percent) will cover material from the second part of the course. The exams will test your knowledge of the theories that have been covered to that point. Possible exam questions will be discussed in class in relation to each theory. Your exam grade will be based on how well you: (1) address all parts of each question, (2) logically support your answers, (3) incorporate course readings, and (4) write clearly.

**Percentage Values for Course Requirements:**

Class Participation and Discussion Leader	20 percent
Weekly Synthesis x 8	40 percent
Exam x 2	<u>40 percent</u>
	100 percent

**Grade Percentage Distribution:**

A = 89.5 or more percent	B = 79.5 to 89.4 percent	C = 69.5 to 79.4 percent
D = 59.5 to 69.4 percent	F = 59.4 percent or less	

**INCOMPLETE GRADE POLICY**

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to the professor immediately if you believe an incomplete is warranted. If granted, the professor and student will establish a contract of work to be completed with deadlines.

## **ACADEMIC INTEGRITY AND HONESTY**

All student papers are submitted to SafeAssign, a software used to detect plagiarism. The University of Texas at El Paso has a system of Academic Integrity and Scholastic Integrity based on personal integrity of all scholastic work undertaken at the University. Academic dishonesty comprises, but is not limited to, cheating, plagiarism, collusion, or submitting work for credit that is fully or partially completed by someone else. In addition to other guidelines of academic integrity, submitting work that is identical or relatively similar to work submitted in a different course is considered plagiarism. At a minimum, students who engage in academic misconduct will receive a failing grade on the assignment or in the course. Please become familiar with the University policy on academic integrity and honesty outlined in Student Conduct and Discipline, Section II, Chapter I of the UTEP Handbook of Operating Procedures in the UTEP Handbook of Operating Procedures. Information can be found on the website of the Office of Student Conduct and Conflict Resolution: <http://sa.utep.edu/osccr/student-conduct/>.

## **ARTIFICIAL INTELLIGENCE (AI)**

The use of generative AI tools such as Chat GPT is not permitted in course assignments. Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

## **EXPECTATIONS FOR CLASSROOM CONDUCT**

Please be on time. No texting is permitted, as it is a great distraction to other students and the professor. Use of a cellular phone in case of an emergency should be discussed with the professor before class. Electronic devices are only permitted for taking notes or following along with the course readings. Students who engage in behavior that disrupts the learning environment will be asked to leave the class. Students who consistently text during lectures will be asked to leave the class. All student activities at the University, including this course, are governed by the provisions of the policy on Student Conduct and Discipline, Section II, Chapter I of the UTEP Handbook of Operating Procedures. Copyright 2024 (Mario Cano) as to this syllabus and all lectures. During this course, students are prohibited from selling notes, lectures, and presentations or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.

## **EMAIL POLICY**

The professor will answer emails in a timely manner. As most of you are currently or will be professionals (criminal justice or otherwise), a certain amount of professionalism is expected in your communications. As such, all emails will be expected to contain proper grammar. They must be formatted in a professional manner as well (salutation and closing, etc.). If your emails are not well-articulated and professional, there is a high likelihood that there will be no response. In particular, this means no “text speak” or “Internet lingo,” use of all caps, and no swearing. The email should indicate the course in which you are enrolled.

## **TECHNOLOGY REQUIREMENTS**

Some course content—presentation slides and Exam 3—is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk (915-747-4357) as they are trained specifically in assisting with technological needs of students. Please do not contact the professor for this type of assistance (unless the student is locked out of Exam 3). The Help Desk is much better equipped to assist than is the professor.

## **ACCOMMODATIONS POLICY**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the CASS portal.

## **UNIVERSITY WRITING CENTER**

The University Writing Center offers free synchronous online one-on-one writing assistance for UTEP Connect students. Graduate and undergraduate consultants work with writers on projects for a wide variety of classes and provide assistance during all parts of the writing process, including: prewriting, drafting, revising, and editing. Online assistance is available by appointment through the UWC's website ([uwc.utep.edu](http://uwc.utep.edu)). Most UWC consultants are bilingual Spanish and English speakers. Consultants will not edit your paper for you, and you are the one ultimately responsible for the work you submit and the grade you earn. Instead, Writing Center consultants will guide you through the writing process and teach you valuable writing skills. Visit the UWC's website to learn more about the services they provide, or make an appointment for an online consultation.

### **IMPORTANT CONSIDERATIONS**

Please make sure that you have immediate access to the personal email linked to your Blackboard account, as all course emails and notifications will be sent through Blackboard. With the exception of book chapters (which will be posted in Blackboard), students are expected to locate all assigned journal article readings using online databases and UTEP Library resources. Begin collecting assigned readings early, as the professor is not responsible for readings you cannot get to as a result of procrastination.

Get yourself into the habit of taking notes in class and over everything you read. Few people have perfect recall. Taking notes forces you to make critical decisions concerning what is, and what is not, important to take away from any given reading, and these notes will be helpful to use when it comes time for exams.

Each week, set aside enough time to read and think about what you've read prior to class. The readings for this course are dense and historical – you will not be able to read everything and sufficiently process it if you try to do it all at the last minute before class.

Care about the work you do. I understand that you have competing time commitments, that there are multiple demands on your day, and that you may come to this course with varying levels of interest. Not everyone will make criminology their career, but a primary concern I have is, independent of your long-term interests, that you take pride in all the work that you do in this course and see how it contributes to your intellectual growth.

## COURSE SCHEDULE

Week	Date	Topics	Required Readings
Week 1	01/15	No Class: Dr. Martin Luther King, JR Holiday	
Week 2	01/22	Context and Consequences of Theory	Lilly, Cullen, and Ball, Chapter 1
Week 3	01/29	Classical and Positivist Schools: The Search for "Criminal Man"	Lilly, Cullen, and Ball, Chapter 2  Jeffrey, C. R. (1957). Pioneers in criminology: The historical development of criminology. <i>The Journal of Criminal Law, Criminology, and Police Science</i> , 50, 3-19.
Week 4	02/05	Chicago School	Lilly, Cullen, and Ball, Chapter 3 (32-38)  Sampson, R. J., Raudenbush, S. W., & Earls, F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. <i>Science</i> , 277, 918-924.  Rose, D. R., & Clear, T. R. (1998). Incarceration, social capital, and crime: Implications for social disorganization theory. <i>Criminology</i> , 36, 441-480.
Week 5	02/12	Differential Association, Social Learning Theories, and Cultural Theories	Lilly, Cullen, and Ball, Chapter 3 (38-58)  Thornberry, T. P, Lizotte, A. J., Krohn, M. D., Farnworth, M., & Jang, S. J. (1994). Delinquent peers, beliefs, and delinquent behavior: A longitudinal test of interactional theory. <i>Criminology</i> , 32, 47-83.  Cohen, D., Nisbett, R. E., Bowdle, B. F., & Schwarz, N. (1996). Insult, aggression, and the southern culture of honor: An "experimental ethnography." <i>Journal of Personality and Social Psychology</i> , 70, 945-960.
Week 6	02/19	Anomie and Strain Theories	Lilly, Cullen, and Ball, Chapter 4  Messner, S. F., & Rosenfeld, R. (2008). The present and future of institutional anomie theory. In F. T. Cullen, J. P. Wright, & K. R.

			<p>Blevins (Eds.), <i>Taking stock: The status of criminological theory—Advances in criminological theory, Vol. 15.</i> (pp. 127-148).</p> <p>Agnew, R. (1992). Foundation for a general strain theory of crime and delinquency. <i>Criminology, 30</i>, 47-88.</p>
Week 7	02/26	Social Control Theory	<p>Lilly, Cullen, and Ball, Chapter 5; Chapter 6 (105-115)</p> <p>Costello, B. J., Laub, J. H. (2020). Social control theory: The legacy of Travis Hirschi's <i>Causes of Delinquency. Annual Review of Criminology, 3</i>, 21-41.</p>
Week 8	03/04	Self-Control Theory	<p>Lilly, Cullen, and Ball, Chapter 6 (115-136)</p> <p>Pratt, T. C. (2016). A self-control/life-course theory of criminal behavior. <i>European Journal of Criminology, 13</i>, 129-146.</p> <p>Burt, C. H. (2020). Self-control and crime: Beyond Gottfredson &amp; Hirschi's Theory. <i>Annual Review of Criminology, 3</i>, 43-73.</p> <p><b>Exam #1 Release on March 8, at 9:00 PM</b></p>
Week 9	03/11	No Class: Spring Break	
Week 10	03/18	No Class (Exam #1 Week)	<b>Exam #1 Due by March 18, at 11:59 PM</b>
Week 11	03/25	Labeling Theory	<p>Lilly, Cullen, and Ball, Chapter 7</p> <p>Goode, E. (1975). On behalf of labeling theory. <i>Social Problems, 22</i>(5), 570-583.</p>
Week 12	04/01	1980s Criminology	Lilly, Cullen, and Ball, Chapter 12
Week 13	04/08	Routine Activity and Rational Choice Theories	<p>Lilly, Cullen, and Ball, Chapter 13</p> <p>Pratt, T. C., &amp; Turanovic, J. J. (2018). Celerity in deterrence. In D. S. Nagin, F. T. Cullen, &amp; C. L. Jonson (Eds.), <i>Deterrence, choice, and crime: Contemporary perspectives—Advances in Criminological</i></p>



			<p><i>Theory, Vol. 23</i> (pp. 187-210). Routledge.</p> <p>Wilcox, P., &amp; Cullen, F. T. (2018). Situational opportunity theories of crime. <i>Annual Review of Criminology, 1</i>, 123-148</p>
Week 14	04/15	New Directions in Biosocial Theories	<p>Lilly, Cullen, and Ball, Chapter 15</p> <p>Wright, J. P., &amp; Boisvert, D. (2009). What biosocial criminology offers criminology. <i>Criminal Justice and Behavior, 36</i>(11), 1228-1240.</p> <p>Boutwell, B. B., Connolly, E. J., Barbaro, N., Shackelford, T. K., Petkovsek, M., &amp; Beaver, K. M. (2017). On the genetic and environmental reasons why intelligence correlates with criminal victimization. <i>Intelligence, 62</i>, 155-166.</p>
Week 15	04/22	Developmental and Life Course Theories	<p>Lilly, Cullen, and Ball, Chapter 16</p> <p>Paternoster, R., &amp; Bushway, S. (2009). Desistance and the “feared self”: Toward an identity theory of criminal desistance. <i>The Journal of Criminal Law and Criminology, 99</i>, 1103-1156.</p> <p>Neil, R., Sampson, R. J., &amp; Nagin, D. S. (2021). Social change and cohort differences in group-based arrest trajectories over the last quarter-century. <i>Proceedings of the National Academy of Sciences, 118</i>(31).</p> <p><b>Exam #2 Release on April 22, at 9:00 PM</b></p>
Week 16	04/29	Course Wrap Up	
			<b>Exam #2 Due by May 6, at 11:59 PM</b>