

Course Syllabus

Course Information

Course Prefix and Number	Criminology 7300.001
Course Title	Advances in Criminology Theory
Term	Fall 2025
Meeting Day and Time	Thursday 4 – 6:45pm
Meeting Room	FN 2.106

Professor Contact Information

Professor	Dr. Tony Love
Email Address	tony.love@utdallas.edu
Office Location	GR 2.600
Office Phone	972-883-6834
Office Hours	Thursday 12 – 4pm, other times by appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions

(including required prior knowledge or skills)

- Some familiarity with criminological theory
 - The ability to read and write on demand
 - PhD student standing or permission of instructor
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Course Description

Advances in Criminology Theory (3 semester credit hours) Examines contemporary criminological theories and the degree to which research has provided empirical support for explanations of crime and criminality.

Student Learning Objectives/Outcomes

Students who complete this course will be able to

- Categorize theories and explain the underlying assumptions of popular criminological theories
 - Draw connections amongst any set of criminological theories
 - Engage contemporary, published, empirical tests of criminological theories
 - Synthesize and apply contemporary criminological theories
 - Pass the theory portion of required PhD program exams
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Required Textbooks and Materials

All readings will be supplied by the instructor. The readings will be distributed through an online system (i.e., BOX folders).

Suggested Course Materials

Students will be assessed via written exams submitted through Blackboard. As such, it is important for students to have access to a computer and reliable internet connection.

Assignments & Academic Calendar

The course calendar and exam dates are attached. Student grades will be determined through class participation, weekly writing exercises, and exam grades.

1. Class Participation – The success of this seminar style course will hinge on the students' level of participation. Students are expected to complete the weekly reading and arrive to class prepared to discuss and critique the readings. Please note that this grade category is based on subjective assessment. It is a good idea to leave no doubt that you are an active participant in the course.
2. Weekly Writing Exercises – Each week, students will be tasked with completing a short answer essay exercise in which they summarize, in their own words, the basic tenets of the category of theories to be discussed that class period AND summarize the required reading articles.

These 12 assignments will be submitted through eLearning and will be due at 5pm on Wednesday before the class in which we will discuss that category of theories. The grading for the assignment will range from 0 to 10. The weekly prompts will be similar to the following example.

*****EXAMPLE*****

This is your weekly assignment for CRIM 7300 - Advances in Criminological Theory. More details about these assignments are included in the syllabus. Upload a document addressing the following items.

In the first paragraph, please summarize the BioPsycoSocial approach to explaining crime. Be sure to include examples of theories that could be categorized as BioPsycoSocial theories.

In subsequent paragraphs, summarize the assigned reading. Describe each article. Is it an empirical article or theoretical? If empirical, explain the research methods, data, and findings. If theoretical, explain the attempted theoretical contribution. In both cases, explain whether you believe the articles advance our understanding of BioPsycoSocial causes of crime. If so, why? If not, why not?

*****END EXAMPLE*****

3. Exams – There is one midterm and one final exam. The exams require written responses that will be submitted online through Blackboard. The exams will take place in-person and in the normal classroom during the normal course meeting time. That is, you will write your responses inside the classroom and on demand. These exams are designed to mimic the conditions under which one would complete the PhD program testing (e.g., comprehensive exams).

Course & Instructor Policies

There are only two exams in this course. Should a situation arise in which a student fails to attempt the exam due to a university approved excused absence, the student and instructor will discuss makeup exam opportunities. No other makeup work will be accepted.

Note: Attendance is mandatory and is a major component of the participation score. If you cannot regularly attend the time and place of this course, please drop the course.

Grading Policy

Course grades will be determined in the following manner:

Midterm Exam	35%	A+ 100-97; A 96-94; A- 93-90
Final Exam	35%	B+ 89-87; B 86-84, B- 83-80
Weekly Writing	20%	C+ 79-77; C 76-74
Participation	10%	F < 74
Total	100%	

Class Materials

All required readings will be delivered via internet at no additional cost to the students.

Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved AccessAbility Resource Center accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Attendance

Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty.

Attendance will be recorded for each class meeting.

Class Participation

Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. Class participation is documented by the instructor. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the AccessAbility Resource Center has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved AccessAbility Resource Center accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Classroom Citizenship

If the course goes as planned, we will be discussing topics that do not usually foster consensus in opinion. In other words, we may disagree from time to time. It is imperative that students realize that they can disagree with one another in a civil

manner without feeling personally attacked and without speaking in a way that does personally attack others. If there arises a lack of civility during the course of our discussions, the instructor has the authority to remove students from the course temporarily or permanently. Additionally, violations of the university Student Code of Conduct will be referred to the appropriate university authorities for further investigation.

Off-campus Instruction and Course Activities

There are no off-campus activities associated with this course.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University’s academic support resources for all students.

Please see <http://go.utdallas.edu/academic-support-resources>.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

PLEASE NOTE THAT WORK SUBMITTED IN OTHER CLASSES, MAY NOT BE SUBMITTED FOR CREDIT IN THIS CLASS. SUBMITTING THE SAME OR SIMILAR WORK FOR TWO CLASSES IS CHEATING. TURNITIN.COM IS USED IN IN THIS CLASS.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Tentative Course Schedule

Week 1: August 28

Introductions & Introduction to the course
Theory construction and evaluation

Week 2: September 4

Theme: Deterrence Theory/Rational Choice Theory

Foundational Readings:

1. Becker, Gary S. 1968. "Crime and Punishment: An Economic Approach." *Journal of Political Economy* 76(2):169-217.
2. Tittle, Charles R. 1969. "Crime Rates and Legal Sanctions." *Social Problems* 16(4):409-23.

Advances Readings:

3. Nagin, Daniel S. 1998. "Criminal Deterrence Research at the Outset of the Twenty-First Century." *Crime and Justice* 23(1):1-42.
4. Loughran, Thomas A., Ray Paternoster, Aaron Chalfin, and Theodore Wilson. 2016. "Can Rational Choice Be Considered a General Theory of Crime? Evidence from Individual-Level Panel Data." *Criminology* 54(1):86-112.
5. Thomas, Kyle J., Eric P. Baumer, and Thomas A. Loughran. 2022. "Structural predictors of choice: Testing a multilevel rational choice theory of crime." *Criminology* 60:606-636.

Week 3: September 11

Theme: Social Disorganization

Foundational Readings:

1. Bursik, Robert J., Jr. 1988. "Social Disorganization and Theories of Crime and Delinquency: Problems and Prospects." *Criminology* 26(4):519-51.
2. Sampson, Robert J. and W. Byron Groves. 1989. "Community Structure and Crime: Testing Social-Disorganization Theory." *American Journal of Sociology* 94(4):774-802.
3. Sampson, Robert J., Stephen W. Raudenbush, and Felton Earls. 1997. "Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy." *Science* 277(5328):918-24.

Advances Readings:

4. Osgood, D. Wayne and Jeff M. Chambers. 2000. "Social Disorganization outside the Metropolis: An Analysis of Rural Youth Violence." *Criminology* 38(1):81-116.
5. Brunton-Smith, Ian, Patrick Sturgis, and George Leckie. 2018. "How Collective is Collective Efficacy? The Importance of Consensus in Judgments about Community Cohesion and Willingness to Intervene." *Criminology* 56(3):608-37.

Week 4: September 18

Theme: Strain Theories

Foundational Reading:

1. Merton, Robert K. 1938. "Social Structure and Anomie." *American Sociological Review* 3(5):672-82.
2. Agnew, Robert. 1999. "The Contribution of Social-Psychological Strain Theory to the Explanation of Crime and Delinquency" in *The Legacy of Anomie Theory*, Freda Adler and William S. Laufer, eds. pp. 113-137. Routledge.

Advances Readings:

3. Baron, Stephen W. 2004. "General Strain, Street Youth and Crime: A Test of Agnew's Revised Theory." *Criminology* 42(2):457-84.
4. Baumer, Eric P. and Regan Gustafson. 2007. "Social Organization and Instrumental Crime: Assessing the Empirical Validity of Classic and Contemporary Anomie Theories." *Criminology* 45(3):617-63.
5. Lee, Yeungjeom, Jihoon Kim, and Hyojong Song. 2022. "Do Negative Emotions Matter? Paths From Victimization to Cyber and Traditional Bullying From a General Strain Theory Perspective." *Crime & Delinquency* 68: 2502-2528.

Week 5: September 25

Theme: Learning Theories

Foundational Reading:

1. Bernard, Thomas J., Jeffrey B. Snipes, and Alexander L. Gerould. 2010. "Chapter 9: Learning Theories" in *VOLD'S Theoretical Criminology* pp. 177-202. New York, NY: Oxford University Press.
2. Matsueda, Ross L. and Karen Heimer. 1987. "Race, Family Structure, and Delinquency: A Test of Differential Association and Social Control Theories." *American Sociological Review* 52(6):826-40.

Advances Readings:

3. Haynie, Dana L. 2001. "Delinquent Peers Revisited: Does Network Structure Matter?" *American Journal of Sociology* 106(4):1013-57.
4. McGloin, Jean Marie. 2009. "Delinquency Balance: Revisiting Peer Influence." *Criminology* 47(2):439-77.
5. Thomas, Kyle J. 2015. "Delinquent Peer Influence on Offending Versatility: Can Peers Promote Specialized Delinquency?" *Criminology* 53(2):280-308.

Week 6: October 2

Theme: Subcultural Theories

Foundational Reading:

1. Miller, Walter B. 1958. "Lower Class Culture as a Generating Milieu of Gang Delinquency." *Journal of Social Issues* 14(3):5-19.
2. Anderson, Elijah. 1994. "The Code of the Streets." *Atlantic Monthly* 273(5):81-94.
3. Blackman, Shane. 2014 "Subculture Theory: An Historical and Contemporary Assessment of the Concept for Understanding Deviance." *Deviant Behavior* 35: 496-512.

Advances Readings:

4. Kreager, Derek A. 2007. "When It's Good to Be Bad: Violence and Adolescent Peer Acceptance." *Criminology* 45(4):893-923.
5. Bell, Shane, Michelle Butler, and Cheryl Lawther. 2021. "Desistance in context: Understanding the effects of subculture on the desistance process during reintegration." *British Journal of Criminology* 61: 812-831.

Week 7: October 9

Theme: Labeling Theories

Foundational Reading:

1. Farrington, David P. 1977. "The Effects of Public Labelling." *The British Journal of Criminology* 17(2):112-25.
2. Wellford, Charles F. and Ruth A. Triplett. 1992. "The Future of Labelling Theory: Foundations and Promises" in *New Direction in Criminological Theory* Freda Adler and William S. Laufer, eds. Routledge.

Advances Readings:

3. Matsueda, Ross L. 1992. "Reflected Appraisals, Parental Labeling, and Delinquency: Specifying a Symbolic Interactionist Theory." *American Journal of Sociology* 97(6):1577-611.
4. Wiley, Stephanie Ann, Lee Ann Slocum, and Finn-Aage Esbensen. 2013. "The Unintended Consequences of Being Stopped or Arrested: An Exploration of the Labeling Mechanisms through Which Police Contact Leads to Subsequent Delinquency." *Criminology* 51(4):927-66.
5. Lee, Wonki. 2024. "Revisiting labeling theory: Empirical test of informal labeling process." *Journal of Crime and Justice* 47: 188-200.

Week 8: October 16

Midterm Exam

Week 9: October 23

Theme: Control Theories

Foundational Reading:

1. Bernard, Thomas J., Jeffrey B. Snipes, and Alexander L. Gerould. 2010. "Chapter 10: Control Theories" in VOLD'S Theoretical Criminology pp. 203-225. New York, NY: Oxford University Press.
2. Akers, Ronald L. 1991. "Self-Control as a General Theory of Crime." *Journal of Quantitative Criminology* 7(2):201-11.
3. Grasmick, Harold G., Charles R. Tittle, Robert J. Bursik Jr., and Bruce K. Arneklev. 1993. "Testing the Core Empirical Implications of Gottfredson and Hirschi's General Theory of Crime." *Journal of Research in Crime and Delinquency* 30(1):5-29.
4. Hirschi, Travis and Michael Gottfredson. 1993. "Commentary: Testing the General Theory of Crime." *Journal of Research in Crime and Delinquency* 30(1):47-54.

Advances Readings:

5. Laub, John H. and Robert J. Sampson. 1993. "Turning Points in the Life Course: Why Change Matters to the Study of Crime." *Criminology* 31(3):301-25.
6. Burt, Callie Harbin, Ronald L. Simons, and Leslie G. Simons. 2006. "A Longitudinal Test of the Effects of Parenting and the Stability of Self-Control: Negative Evidence for the General Theory of Crime." *Criminology* 44(2):353-96.
7. Na, Chongmin and Raymond Paternoster. 2012. "Can Self-Control Change Substantially Over Time? Rethinking the Relationship between Self- and Social Control." *Criminology* 50(2):427- 62.

Week 10: October 30

Theme: Conflict, Critical, and Radical Theories

Foundational Reading:

1. Chambliss, William J. 1964. "A Sociological Analysis of the Law of Vagrancy." *Social Problems* 12:67-77.
2. Bernard, Thomas J. 1981. "The Distinction Between Conflict and Radical Criminology". *The Journal of Criminal Law & Criminology* 72:362-379.

Advances Readings:

3. McCarthy, Bill, John Hagan, and Todd S. Woodward. 1999. "In the Company of Women: Structure and Agency in a Revised Power-Control Theory of Gender and Delinquency." *Criminology* 37(4):761-88.
4. Uggen, Christopher. 2000. "Class, Gender, and Arrest: An Intergenerational Analysis of Workplace Power and Control." *Criminology* 38(3):835-62.

5. Jacobs, David, Stephanie L. Kent, and Jason T. Carmichael. 2005. "Vigilantism, Current Racial Threat, and Death Sentences." *American Sociological Review* 70(4):656-77.

Week 11: November 6

Theme: Environmental Theories (Routine Activities and Opportunity)

Foundational Reading:

1. Bottoms, Anthony E. and Paul Wiles. 2008. "Environmental Criminology" in *Crime, Inequality, and the State*, Mary E Vogel ed. Routledge.
2. Cohen, Lawrence and Marcus Felson. 1979. "Social Change and Crime Rate Trends: A Routine Activity Approach." *American Sociological Review* 44(4):588-608.
3. Wilson, James Q. and George L. Kelling. 1982. "Broken Windows." *The Atlantic Monthly* 249(3):29-38.

Advances Readings:

4. Sherman, Lawrence W., Patrick R. Gartin, and Michael E. Buerger. 1989. "Hot Spots of Predatory Crime: Routine Activities and the Criminology of Place." *Criminology* 27(1):27-56.
5. Osgood, D. Wayne, Janet K. Wilson, Patrick M. O'Malley, Jerald G. Bachman, and Lloyd D. Johnston. 1996. "Routine Activities and Individual Deviant Behavior." *American Sociological Review* 61(4):635-55.
6. Chalfin, et al. 2022. "Reducing crime through environmental design: Evidence from a randomized experiment of street lighting in New York City." *Journal of Quantitative Criminology* 38:127-157.

Week 12: November 13

Theme: Integration Debate

Foundational Reading:

1. Elliott, Delbert S., Suzanne S. Ageton, and Rachelle J. Canter. 1979. "An Integrated Theoretical Perspective on Delinquent Behavior." *Journal of Research in Crime and Delinquency* 16:3-27
2. Thornberry, Terence P. 1987. "Toward an Interactional Theory of Delinquency." *Criminology* 25:863-891

Advances Readings:

3. Krohn, Marvin D. and John M. Eassey. 2014. "Integrated Theories of Crime" in *The Encyclopedia of Theoretical Criminology*, J.M. Miller ed. New York: Wiley.
4. Bernard, Thomas J. and Jeffrey B. Snipes. 1996. "Theoretical Integration in Criminology."
5. Muftić, Lisa R. 2009. "Macro-Micro Theoretical Integration: An Unexplored Theoretical Frontier." *Journal of Theoretical and Philosophical Criminology* 1:33-71.

Week 13: November 20

Theme: BioPsycoSocial Theories

Foundational Readings:

1. Rafter, Nicole. 2004. "Earnest A. Hooton and the Biological Tradition in American Criminology." *Criminology* 42(3):735-72.
2. Walsh, Anthony and Kevin M. Beaver. 2009. "Biosocial Criminology" in *Handbook on Crime and Deviance*, Marvin D. Krohn, Alan J. Lizotte, and Gina Penly Hall, eds. New York, NY: Springer.

Advances Readings:

3. Ellis, Lee, and Anthony Walsh. 1997. "Gene-Based Evolutionary Theories in Criminology." *Criminology* 35(2):229-76.
4. Barnes, J. C., John Paul Wright, Brian B. Boutwell, Joseph A. Schwartz, Eric J. Connolly, Joseph L. Nedelec, and Kevin M. Beaver. 2014. "Demonstrating the Validity of Twin Research in Criminology." *Criminology* 52(4):588-626.
5. Burt, Callie H., and Ronald L. Simons. 2014. "Pulling Back the Curtain on Heritability Studies: Biosocial Criminology in the Postgenomic Era." *Criminology* 52(2):223-62.

Week 14: November 27- No Class

Week 15: December 4

Final Exam