

**Criminology: SOCY 4014**  
Department of Sociology  
University of Colorado Boulder

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Professor: David Pyrooz, Ph.D.

Office: Ketchum 262

Phone: 303-492-3241

Office Hours: W 9-11:00am/by appointment

Email: [David.Pyrooz@colorado.edu](mailto:David.Pyrooz@colorado.edu)

Classroom: HLMS 199

Lecture hours: M-W 9:00-9:50am

Recitation hours: see below

TA name: Erica Jackson

TA office hours: see below

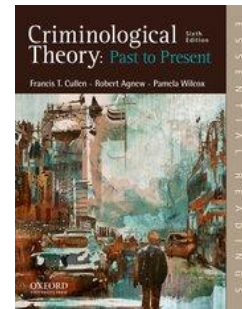
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## Text

### *Required:*

Cullen, Francis T., Robert Agnew, and Pamela Wilcox. 2017.  
*Criminological Theory: Past to Present* (6th edition). Oxford University Press.



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## Course Description and Objectives

The purpose of this course is to provide students with a comprehensive introduction to leading theories of crime etiology. The primary aim of criminological theory is to explain variability in crime and delinquency between and within individuals and aggregates defined by demographic, geographic, political, or social boundaries. Although they should not be viewed as mutually exclusive, this is a course on criminology rather than criminal justice. The practices of law enforcement, prosecutors and courts, and corrections is relevant to this course to the extent that they influence the distribution of crime across people and places.

The course is divided into five components:

1. The rise and growth of American criminology
2. Rethinking criminology
3. Choice, opportunity, and crime
4. Development and crime across the life course
5. Contemporary criminology

The learning objectives for this course include:

1. Understand the key assumptions and propositions of leading criminological theories;
2. Trace the intellectual lineage of theories;
3. Evaluate the empirical status of theories;
4. Synthesize knowledge about criminological theories

## Grading

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Lecture attendance	.	.	.	.	25
Recitation participation	.	.	.	.	25
Quizzes	.	.	.	.	125
Writing assignments	.	.	.	.	125
Final exam	.	.	.	.	200

Grading scale:	A:	100-90%	450 – 500 points
(0-2 = -)	B:	89-80%	400 – 449
(8-9 = +)	C:	79-70%	350 – 399
	D:	69-60%	300 – 349
	F:	<60%	

## Recitations and Teaching Assistant

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Ms. Erica Jackson is the TA in this course. She can be contacted via email at: [Erica.P.Jackson@colorado.edu](mailto:Erica.P.Jackson@colorado.edu). Teaching assistant-led recitations are required for this course. The purpose of the recitations is to review and elaborate on material covered during the week's lecture, and are scheduled as follows:

<ul style="list-style-type: none"><li>• Section 101</li><li>• Wednesday</li><li>• 10-10:50am</li><li>• CLRE 211</li></ul>	<ul style="list-style-type: none"><li>• Section 102</li><li>• Wednesday</li><li>• 2-2:50pm</li><li>• CLRE 209</li></ul>	<ul style="list-style-type: none"><li>• Section 103</li><li>• Wednesday</li><li>• 5-5:50pm</li><li>• MUEN E126</li></ul>
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## Attendance, Lectures, Class Discussion, and Readings

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This class is scheduled to meet 29 times for lecture this semester. Attendance is required, and taken during the class period using Clickers <https://www.cubookstore.com/p-68733-i-clicker-plus.aspx>. You may miss four class periods—no questions asked—without penalty; each absence thereafter will correspond with a 2-point reduction. *This covers excused and unexcused absences.* Please contact the professor for extended periods of absences (e.g., health). Attendance and class participation will be considered at the conclusion of the semester when rounding final grades.

Class periods—lecture and recitation—will consist of lectures, discussion, group breakout sessions, and Clicker-administered surveys. It is expected that you will ask and respond to questions during lectures, engage in classroom discussions, participate in breakout sessions, and respond to Clicker-based questions. This is critical to achieving the learning objectives of the course. Please be mindful that some of topics covered in this class may elicit rather strong and diverse opinions, such as race, immigration, victimization, and punishment. It is expected that these topics will be discussed openly, professionally, and without aggression or malice. If you feel you are unable to meet this expectation, please confer with your professor about alternative ways to have your points made in the class.<sup>1</sup>

Readings are expected to have been completed prior to the class lecture and discussion. Powerpoints will not be made available to students. The use of electronic devices—laptops, tablets, phones—is prohibited in the classroom. Students are expected to take notes using notebooks/paper and pencil/pen. Audio or video recording of lectures is also prohibited without the consent of the instructor. Students are encouraged to develop working groups to share notes and study for assessments.

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<sup>1</sup> Students who feel that these topics would cause discomfort to the point that it would result in continued non-participation in class are advised to drop the course.

## Writing Assignment

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*Objective:* To satisfy the learning objectives of the course by comparing and contrasting the similarities and differences of theories of crime in the designated section of the course.

*Details:* This writing assignment is organized by the five sections of the course. Students have wide latitude to focus the writing assignments on one or more of the learning objectives. For example, when writing about Section #1, students could trace the different origins and/or evolution of control, learning, and strain theories. Or, students could detail the empirical status of these theories in criminology. While those examples focus on broad theoretical paradigms, it is also possible to focus within theoretical paradigms. For example, an essay could focus on distinctions within control theory by examining the propositions of self-control and social bond theories. The goal is for students to determine the distinctions, as well as overlap, across theoretical perspectives.

The best essays will incorporate information outside of the book. It is important to remember that the book is a “reader” which aims to provide students with key snippets of the original writing of theorists. There is an extremely helpful overview for each section/part, which students can use to identify citations to works that should be consulted and thus integrated into the essay. There are other sources that should be consulted to provide students with additional information to support the drafting of these essays, for example:

- Books and journal articles (e.g., books like *Advances in Criminological Theory*, as well as meta-analyses and systematic reviews found in *Annual Review of Criminology*, *Criminology*, *Journal of Research in Crime and Delinquency*, and *Justice Quarterly*),
- Long-form essays found in popular news media outlets (e.g., *New York Times*, *The Atlantic*, *The Marshall Project*, *Westword*, and *Quillette*), and
- Reports from leading think tanks and research organizations (e.g., Pew Research Center, RAND, Urban Institute, Vera Institute, and National Research Council).

*Requirements:* There will be five essays that coincide with the five components of the class. Each of these essays should satisfy the following criteria:

- A maximum of 5 pages of double-spaced text (text beyond 5 pages will not be graded)
- A minimum of 4 pages of double-spaced text
- 1” margins all around, Times New Roman 12 point font
- Include a title page (which does not count as a page of text) that includes:
  - A title that conveys the focus of your essay
  - Name
  - Writing assignment number
- Submit via Canvas the Sunday upon concluding the topic area in lecture:
  - Writing assignment #1: February 24
  - Writing assignment #2: March 17
  - Writing assignment #3: April 7
  - Writing assignment #4: April 21
  - Writing assignment #5: May 5

A grading rubric will be provided on Canvas.

Each essay is worth a maximum of 25 points. This assignment is worth 25% of your final grade.

## Quizzes and Final Exam

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*Objective:* The quizzes and final exam will evaluate your knowledge and understanding of the materials covered in the readings, lectures, and classroom discussions.

*Details (Quizzes):* There will be five quizzes in the class. Each quiz will cover a section of the class. Quizzes will be administered online via Canvas. Quiz questions will consist of multiple choice, true/false, and open/closed-ended questions. Questions and response categories will be randomly assigned to students. Quizzes will be timed to allot approximately 1.5 minutes across aggregated questions (e.g., 20 questions = 30 minutes). All quizzes are open book and open note. However, students are not allowed to communicate with anyone while taking the quiz. Any reports of violating these rules will result in closed book, closed note, in-class quizzes. Quizzes must be completed the Sunday upon concluding the topic area in the lecture (similar to writing assignments) using the following dates for the window of completion:

1. The rise and growth of American criminology (Parts I-V):
  - a. Quiz opens: February 22 (12:00am)
  - b. Quiz closes: February 24 (11:59pm)
2. Rethinking criminology (Parts VI-IX)
  - a. Quiz opens: March 15 (12:00am)
  - b. Quiz closes: March 17 (11:59pm)
3. Choice, opportunity, and crime (Parts X-XI)
  - a. Quiz opens: April 5 (12:00am)
  - b. Quiz closes: April 7 (11:59pm)
4. Development and crime across the life course (Parts XII-XIII)
  - a. Quiz opens: April 19 (12:00am)
  - b. Quiz closes: April 21 (11:59pm)
5. Contemporary criminology (Parts XIV-XVII)
  - a. Quiz opens: May 3 (12:00am)
  - b. Quiz closes: May 5 (11:59pm)

Each quiz is worth a max of 25 points. This assignment is worth 25% of your final grade.

*Details (Final Exam):* There will be a single final exam in the class. It will be administered in-person via paper-and-pencil on the scheduled final exam day. Final exam questions will consist of multiple choice, true-false, and open/closed-ended questions. Questions and response categories will be randomly assigned to students. The final exam is closed book, closed note, and the questions are cumulative (i.e., covers the entire semester). The final recitation session will be devoted to review materials covered in the course and answer questions about the final exam, including the provision of a general study guide.

The final exam is worth 200 points, or 40% of your final grade.

## Schedule of Topics and Assignments\*

Date	Week		Topic	Assignment
1/14, 1/16	#1		Syllabus Facts about crime, domains of influence, units of analysis, and data sources	
<del>1/21,</del> 1/23	#2	Section 1	The origins of modern criminology (Part I)	
1/28, 1/30	#3		The Chicago School (Part II)	
2/4, 2/6	#4		Learning to be a criminal (Part III)	
2/11, 2/13	#5		Anomie/strain theories of crime (Part IV)	
2/18, 2/20	#6		Varieties of control theory (Part V)	Essay #1 Quiz #1
2/25, 2/27	#7	Section 2	Labeling theory (Part VI)	
3/4, 3/6	#8		Critical criminology (Part VII) Theories of white-collar crime (Part IX)	
3/11, 3/13	#9		Feminist theories (Part VIII)	Essay #2 Quiz #2
3/18, 3/20	#10	Section 3	Reviving classical theory (Part X)	
<del>3/25,</del> <del>3/27</del>	#11		<i>No class – Spring break</i>	
4/1, 4/3	#12		Environmental criminology (Part XI)	Essay #3 Quiz #3
4/8, 4/10	#13	Section 4	Trait and biosocial theories (Part XII)	
4/15, 4/17	#14		Life-course theories (Part XIII)	Essay #4 Quiz #4
4/22, 4/24	#15	Section 5	Positive criminology (Part XIV) How black lives matter (Part XV)	
4/29, 5/1	#16		Integrated theories of crime (Part XVI) Putting theory to work (Part XVII)	Essay #5 Quiz #5
5/8	#17		Final exam: May 8, 1:30-4pm	

Section X and Part X refer to the Cullen, Agnew, and Wilcox book

Quiz = section quiz

Essay = section writing assignment

\*This syllabus and corresponding class schedule are subject to change

## Contact

Course content-related questions should be emailed to your recitation-associated TA (ccing [David.Pyrooz@colorado.edu](mailto:David.Pyrooz@colorado.edu)). The subject line should include the course name (SOCY 4014). Emails that lack a greeting, main text, and sign off may not be acknowledged. Emails that contain questions that could be answered by reading the syllabus will be responded to with "Please consult the syllabus."

## Discrimination

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or the Office of Student Conduct and Conflict Resolution (OSC) at 303-492-5550. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be found at the [OIEC website](#). The [full policy on discrimination and harassment](#) contains additional information.

## Late Policy

Arrive to lecture prior 9:00am. Late arrivals, as well as early departures, may be considered absent for that class period. Late essays and quizzes will be considered on a case-by-case basis and subject to a loss of points.

## Classroom Code of Conduct

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the [policies on classroom behavior](#) and [the student code](#).

## Electronic Device Policy

Non-disruptive occasional use of cell phones is permitted in emergency situations. Please step outside of the class to talk or text. Device sound alerts must be turned off during class. All interpersonal communication for non-course-related topics is prohibited. Audio and video recordings are not permitted. Any deviation from the aforementioned policy must be discussed with me beforehand.

## Academic Integrity Policy and Student Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to [the academic integrity policy](#) of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information regarding the [Honor Code policy can be found online](#) and at the [Honor Code Office](#).

## Services for Students with Disabilities

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](#) under the Quick Links at the [Disability Services website](#) and discuss your needs with your professor.

## Writing Center

If you need help with writing, visit the CU-Boulder Writing Center. Writing tutors will work with you one-on-one at any stage of the writing process (brainstorming, generating a draft, organizing a draft, or revising a draft) for any written assignment. Consult their website for resources <http://www.colorado.edu/pwr/writingcenter.html>

## Religious Accommodations

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See [campus policy regarding religious observances](#) for full details.

## Withdrawals

Students wishing to withdraw are cautioned to follow formal procedures outlined by the University <http://www.colorado.edu/registrar/registration-grades/adddrop-courses>