

Youth, Crime, & Society
SYP 3530-RVC
Prof. Richard Tardanico
Fall 2024

What it's about

This course presents a sociological perspective on youth, crime, and society. The course's documentary videos situate this topic in global perspective.

Course objectives

After successfully completing this course, students will be able to answer the following questions:

- What is “juvenile delinquency,” and what are the historical origins of the concept?
 - What are the theories of juvenile delinquency—that is, of youth, crime, and society?
 - What are the categories, causes, and consequences of youth crime?
 - What policies address youth, crime, and society, and what are their strengths and weaknesses?
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Getting in touch

- Email: Canvas Inbox
 - Office hours: via Zoom or telephone by appointment
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Required Text

- Agnew & Brezina, *Juvenile Delinquency: Causes and Control* (Oxford University Press, 6th or 7th edition)
 - E-book, used, and rentals available
 - Referred to as “JD” in the weekly schedule of assignments.
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FIU Academic Honesty Policy

According to FIU official policy, academic misconduct is “any act or omission by a Student, which violates the concept of academic integrity and undermines the academic mission of the University in violation of the Code.” Among the code violations are: academic dishonesty, bribery, cheating, commercial use, complicity, falsification, and plagiarism

(<https://studentaffairs.fiu.edu/get-support/studentconduct-and-academic-integrity/student-conduct-and-honor-code/index.php>). Violations of the code—**including the use of A.I.- or other automatically generated content to compose assignments**—may subject the offending student to course failure, academic suspension, or expulsion.

NOTE: It is permissible in this course to use A.I. and other such programs to correct and improve formatting, style, grammar, and spelling, but not to generate content.

Graded Assignments

All required assignments must be completed to be eligible to earn a passing grade. There are no extra credit assignments.

Final grade: percentage of the total possible points earned at the end of the semester: A=90+%; B=80-89%; C=70-79%; D=60-69%; F=0-59%. Check the Canvas gradebook weekly for your current percentage of total accumulated points. *Note: Assignments not yet graded will not be reflected in your total accumulated points.*

Course Contract: 200 points

- Download from **Modules**
- Submit your signed (printed name) course contract under **Assignments** by **Sunday, September 15, 11:59pm**

Discussion Posts: 1400 total possible points

- Weekly discussion-post assignments (pass/not pass): 100 possible points each (not pass: 0 points; **-100 points for each non-submitted post without an instructor-approved excuse**).
- Intended to engage students in the active exploration of homework assignments and to prepare students for in-class active learning assignments. There are no right/wrong answers for the discussion posts.
- Active learning is the most effective mode of learning. The discussion posts require active, written learning, and are so important that each non-submitted post without an instructor-approved excuse results in **-100 points**.
- Graded according to the following criteria:
 - Relevance: the ideas expressed indicate that the student has seriously engaged the assigned material.
 - Clarity, coherence: the ideas are stated clearly and coherently.
 - Critical thinking: there is evidence that the student has adequately analyzed, synthesized, and evaluated the assigned material.
 - Poses a question for discussion: the posting articulates a question for discussion that pertains to the assigned material.
 - Spelling, grammar: the posting must meet university-level standards of spelling and grammar.
 - **In-text citation of sources is required. Minimum 250 words of narrative text for the entire post assignment, unless otherwise noted; there is no maximum length. Display the word count at the end of each post. -100 points for each non-submitted post without an instructor-approved reason.**
 - Students are not required to comment on other students' posts.
 - *Required for each post:* In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/ grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

Exams: 1500 total possible points

- Three exams via Canvas (500 total possible points each)
 - 80 minutes, 30-40 multiple-choice questions: *broad, conceptual* questions, *based totally on the assigned textbook chapters and the posted exam study questions.*
 - The exams *do not cover* the supplementary, non-textbook material, which are intended to situate the course in wider and global perspective.
 - **You may use your typed or written study notes during exams.**
 - Make-up exams will be given only for documented, instructor-approved reasons.
 - **Exam 1:** JD, chapters 1-12 (**November 1-3, 12am-11:59pm**)
 - **Exam 2:** JD, chapters 13-18 (**November 22-24, 12am-11:59pm**)
 - **Exam 3:** JD, chapters 20, 21, 22, 25 (**December 9-12, 12am-11:59pm**)
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Special circumstances, late assignments, and instructor-approved excuses

Students can potentially earn full credit for late assignments with an instructor-approved excuse. To do so, send an InBox message to the instructor.

Religious Holy Days

The University's policy on religious holy days as stated in the University Catalog and Student Handbook will be followed in this class. Any student may request to be excused from class to observe a religious holy day of his or her faith.

Disability Services

FIU is committed to providing reasonable accommodations for all persons with disabilities under the Americans with Disabilities Act. Students who require course accommodations are required to register with the Disability Resource Center (DRC) by the beginning of the semester and to follow the DRC's procedures. Contact information:

- MMC, Graham Center 190, (305) 348-3532, email: drcupgl@fiu.edu
 - BBC, Wolfe University Center 131, (305) 919-5345, email: drcbbc@fiu.edu
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Weekly Schedule

Subject to corrections and other minor revisions

Week of Monday, August 26. Post #1 due next Sunday

Assignments

Part One

- "Reported violent crime in the US from 1990 to 2020"
<https://www.statista.com/statistics/191219/reported-violent-crime-rate-in-the-usa-since-1990/>
- "The recent rise in violent crime is driven by gun violence"
<https://www.americanprogress.org/article/the-recent-rise-in-violent-crime-is-driven-by-gun-violence/>
- "There's no mystery about why the U.S. has so many gun deaths"
<https://www.washingtonpost.com/opinions/2023/05/12/us-gun-violence-deaths-cause/>
- "On gun violence, the United States is an outlier"
<https://www.healthdata.org/acting-data/gun-violence-united-states-outlier>

- “Ten gun violence facts about Black, Indigenous, and People of Color”
<https://www.sandyhookpromise.org/blog/gun-violence/ten-gun-violence-facts-about-black-indigenous-and-people-of-color/>
- “Myths and realities: Understanding recent trends in violent crime”
<https://www.brennancenter.org/our-work/research-reports/myths-and-realities-understanding-recent-trends-violent-crime>
- “Want to reduce violence? Invest in place”
<https://www.brookings.edu/research/want-to-reduce-violence-invest-in-place/>
- “How to reduce shootings”
<https://www.nytimes.com/interactive/2017/11/06/opinion/how-to-reduce-shootings.html>
- “A genetic disposition to crime?” (Genetics scientist Steve Jones)
<https://www.youtube.com/watch?v=WmwfGbQPgA>

Part Two

- “Rio de Janeiro: At least 25 killed in city’s deadliest police raid on favela” (video, 2 minutes)
<https://www.theguardian.com/world/2021/may/06/rio-de-janeiro-police-raid-favela-jacarezinho>
- “Complex relationship between French youth and police” (video, 7 minutes)
<https://www.france24.com/en/tv-shows/banlieue-project/20210128-short-film-explores-complex-relationship-between-french-police-and-youth>
- “The 77 Percent: The magazine for Africa’s youth” (video, 26 minutes)
<https://www.dw.com/en/the-77-percent-the-magazine-for-africas-youth/av-54955615>

Part Three

- JD, chapter 1, “What is delinquency and how does it differ from adult crime?”; chapter 2, “How is delinquency measured?”

Discussion post #1

Part One

- What was the long-term trend in U.S. violent crime (1990-2020), and how does the current situation compare to it? How does the U.S. rate of violent crime compare to the rate in other affluent countries, and what’s the fundamental cause of the difference?
- According to the Brenner Center, what are the myths and realities concerning recent trends in violent crime?
- According to “Want to reduce violence?” and “How to reduce shootings,” what are the most effective ways to reduce the violence that mainly victimizes people of color?
- What does the genetics scientist Steve Jones say is wrong with the typically believed relationship between genetics and violent crime? Specifically, according to Jones, what’s the one single genetic factor that’s clearly related to committing violent crime?

Part Two: JD. Chapter 1

- What is delinquency and how does it differ from adult crime?
- How can we explain the historical invention of “juvenile delinquency,” and what have been the roles of gender and race?
- How has the treatment of juvenile offenders continued to evolve? How has society come to view juvenile delinquents?
- What are status offenses, and what are criminal offenses? Why have status offenses been created and enforced?
- Approximately what percentage of crimes are not reported to police, according to estimates, and why? Why is victimization not always reported to police?
- What is a key problem with the National Crime Victimization Survey?

- In general, what have been the key problems with juvenile arrest data?
 - *Post to Canvas (Assignments)* by Sunday, 11:59 pm. **In-text citation of sources is required.** Minimum 250 words of narrative text for the entire post assignment, unless otherwise noted; there is no maximum length. *Display the word count at the end of each post.* -100 points for each non-submitted post without an instructor-approved reason.
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Week of Monday, September 2. Post #2 due next Sunday

Assignments

Part One

- “Children on the move in the horn of Africa: Semira’s story” (video, 2 minutes)
<https://www.unicef-irc.org/child-migration-hoa>
- “The shattered dreams of African migrants” (video, 6 minutes)
<https://www.youtube.com/watch?v=d2BqaTCujlM>
- “From Sudan to the United States” (video, 5 minutes)
<https://www.nationalgeographic.org/media/from-sudan/>

Part Two

- JD, chapter 3, “How much delinquency is there, and is delinquency increasing?”; chapter 4, “Who is most likely to engage in delinquency?”

Discussion post #2

- What is the approximate rate of delinquency?
 - Who is most likely the victim of violent crime?
 - The vast majority of arrests are for what general type of crime?
 - What was the trend in serious crime from the mid-1990s to 2014 (the final year addressed in the textbook), and for what apparent reason(s)?
 - What percentage of crimes known to the police are cleared by arrest, and why?
 - What sociodemographic characteristics are most closely associated with juvenile crime, and why? What underlying factors are responsible for the apparent relationship between race and delinquency?
 - Approximately what percentage of juveniles never commit any delinquent acts, according to estimates?
 - *Post to Canvas (Assignments)* by Sunday, 11:59 pm. **In-text citation of sources is required.** Minimum 250 words of narrative text for the entire post assignment, unless otherwise noted; there is no maximum length. *Display the word count at the end of each post.* -100 points for each non-submitted post without an instructor-approved reason.
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Week of Monday, September 9. Post #3 due next Sunday

Assignments

Part One

- “The baby stealers [Africa]” (video, 52 minutes)

<https://www.youtube.com/watch?v=7ix5jbCmiDU>

Part Two

- JD, chapter 5, “What is theory, and how do we test theory?” (pages 97-99 [stopping before “How do we test ...?”]); chapter 6, “Strain theory”
- **Signed (printed name) course contract due by next Sunday**

Discussion post #3

- What is theory, why is it important, and do we test theory?
 - According to strain (stress) theory, what is the most basic cause of delinquent behavior and what most basic source of “strain” is responsible?
 - What are gender differences in dealing with “strain,” and how do such differences pertain to gender rates of delinquency?
 - Summary: What is strain theory, and how does it pertain to delinquency?
 - **Post to Canvas (Assignments)** by Sunday, 11:59 pm. **In-text citation of sources is required.** Minimum 250 words of narrative text for the entire post assignment, unless otherwise noted; there is no maximum length. *Display the word count at the end of each post.* -100 points for each non-submitted post without an instructor-approved reason.
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Week of Monday, September 16. Post #4 due next Sunday

Assignments

Part One

- “My stolen childhood: Understanding the trokosi system [Africa]” (video, 26 minutes)

<https://www.youtube.com/watch?v=8AnwkixlhxM>

Part Two

- JD, chapter 7, “Social learning theory”

Discussion post #4

- What is social learning theory, and how does it pertain to delinquency?
- How can we test social learning theory (that is, what should we ask in order to test it)?
- Who/what are the most important sources of reinforcement and punishment for behavior, according to social learning theory?
- **Post to Canvas (Assignments)** by Sunday, 11:59 pm. **In-text citation of sources is required.** Minimum 250 words of narrative text for the entire post assignment, unless otherwise noted; there is no maximum length. *Display the word count at the end of each post.* -100 points for each non-submitted post without an instructor-approved reason.

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Week of Monday, September 23. Post #5 due next Sunday

Assignments

Part One

- “Rampant child poverty in the Philippines capital” (video, 8 minutes)
<https://www.youtube.com/watch?v=GSgqrytcSzQ>
- “Living in the graveyards: Why some people in the Philippines are living with the dead” (video, 21 minutes)
<https://www.youtube.com/watch?v=g90SkZUt8T4>

Part Two

- JD, chapter 8, “Control theory”

Discussion post #5

- What is social control theory, and how does it pertain to delinquency?
 - Why do control theorists focus on the causes of conformity?
 - What are the major types of control or restraints in delinquency? What specifically are “internal” and “external” control, and what are examples of each?
 - What are the characteristics of effective sanctions?
 - What personality traits comprise “low self-control”?
 - How should we test control theory?
 - What do social learning theory and control theory have in common?
 - *Post to Canvas (Assignments)* by Sunday, 11:59 pm. **In-text citation of sources is required.** Minimum 250 words of narrative text for the entire post assignment, unless otherwise noted; there is no maximum length. *Display the word count at the end of each post.* -100 points for each non-submitted post without an instructor-approved reason.
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Week of Monday, September 30. Post #6 due next Sunday

Assignments

Part One

- “The children trapped in Bangladesh’s brothel village” (video, 12 minutes)
<https://www.youtube.com/watch?v=JYPyIIagpiw>

Part Two

- JD, chapter 9, “Labeling theory”

Discussion post #6

- What is labeling theory, and how does it pertain to delinquency?
 - How does labeling theory differ from strain, social learning, and control theory?
 - What are the five major questions asked by labeling theory?
 - Why, according to labeling theory, are certain behaviors defined as status offenses?
 - What are official and informal reactions to delinquency?
 - What factors influence how juveniles respond to harsh/rejecting reactions to delinquency?
 - How should we test labeling theory?
 - What is the evidence regarding labeling theory?
 - *Post to Canvas (Assignments)* by Sunday, 11:59 pm. **In-text citation of sources is required.** Minimum 250 words of narrative text for the entire post assignment, unless otherwise noted; there is no maximum length. *Display the word count at the end of each post.* -100 points for each non-submitted post without an instructor-approved reason.
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Week of Monday, October 7. Post #7 due next Sunday

Assignments

Part One

- “Generations of Romanian girls trafficked for sex” (video, 9 minutes)
<https://www.youtube.com/watch?v=HjVPNjnRKYs>

Part Two

- JD, chapter 10, “The life course”

Discussion post #7

- What is the life-course perspective on delinquency?
 - Why do most adolescents reduce their level of offending when they become adults?
 - Why do traits and family experiences of life-course persistent offenders tend to persist over time? How do such traits and experiences reduce control, foster the social learning of crime, and increase strain?
 - What are “irritability” and “low self-control,” and what are examples?
 - Why do some individuals who experience poor parenting and irritability/low self-control early in life not become life-course persistent offenders?
 - *Post to Canvas (Assignments)* by Sunday, 11:59 pm. **In-text citation of sources is required.** Minimum 250 words of narrative text for the entire post assignment, unless otherwise noted; there is no maximum length. *Display the word count at the end of each post.* -100 points for each non-submitted post without an instructor-approved reason.
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Week of Monday, October 14. Post 8 due next Sunday

Assignments

Part One

- “Sexual exploitation of young refugees in Greece” (video, 9 minutes)
<https://www.youtube.com/watch?v=awsh84Thb7c>

Part Two

- JD, chapter 11, “Is delinquency more likely in certain types of situations”

Discussion post #8

- What does it mean that some individuals are pre-disposed to delinquency, and what factors influence such a predisposition?
 - In what types of situations are predisposed individuals most likely to engage in delinquency? In what types of activities are violent behaviors most likely to emerge, and why?
 - To what extent do juveniles weigh the potential costs of actions, and why? What factors influence perceptions of the costs and benefits of specific behaviors, including crime?
 - To what extent are violent media/games conducive or not to delinquency, and why?
 - *Post to Canvas (Assignments)* by Sunday, 11:59 pm. **In-text citation of sources is required.** Minimum 250 words of narrative text for the entire post assignment, unless otherwise noted; there is no maximum length. *Display the word count at the end of each post.* -100 points for each non-submitted post without an instructor-approved reason.
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Week of Monday, October 21. Post #9 due next Sunday

Assignments

Part One

- “Racial police violence: The French perspective” (video, 8 minutes)
<https://www.euronews.com/2020/07/24/how-the-death-of-george-floyd-has-inspired-protests-against-alleged-police-injustice-acros>
- “Riots and France highlight a vicious cycle between police and minorities”
<https://www.nytimes.com/2023/07/17/world/europe/france-riots-police-poor.html>
- “Systemic racism and police brutality are British problems, too” (video, 2 minutes)
<https://www.theguardian.com/commentisfree/2020/jun/04/systemic-racism-police-brutality-british-problems-black-lives-matter>
- “How policing in one US city hurts black and white neighborhoods”
<https://www.hrw.org/news/2019/09/12/interview-how-policing-one-us-city-hurts-black-and-poor-communities#>
- “How racial segregation and policing intersect in America”
<https://now.tufts.edu/articles/how-racial-segregation-and-policing-intersect-america>

Part Two

- JD, chapter 12, “Group differences in delinquency”

Discussion post #9

- What trend in the economy since the 1960s has been particularly responsible for the creation of high-poverty urban neighborhoods? What has been the relationship of this trend to the capacity of males to achieve “masculine/income-earning status” via conventional means, and why?
 - What major characteristics distinguish high-crime neighborhoods from low-crime neighborhoods?
 - What are the underlying factors for the apparent association between race and delinquency/crime?
 - What is “collective efficacy,” and what are examples? How can researchers empirically measure the extent of collective efficacy in neighborhoods?
 - What factors underlie higher versus lower collective efficacy in neighborhoods?
 - What three specific “strains” (stresses) are particularly common in deprived communities? Besides their greater preponderance in deprived communities, why are such strains more likely to lead to delinquency/crime in deprived communities compared to other communities?
 - What are the two major ways in which deprived communities foster the social learning of crime?
 - How is it not only that neighborhood characteristics influence crime rates but also that crime rates influence neighborhood characteristics?
 - *Post to Canvas (Assignments)* by Sunday, 11:59 pm. **In-text citation of sources is required.** Minimum 250 words of narrative text for the entire post assignment, unless otherwise noted; there is no maximum length. *Display the word count at the end of each post.* -100 points for each non-submitted post without an instructor-approved reason.
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Week of Monday, October 28: Exam #1 (chapters 1-12) due next Sunday

Assignments

- Review the discussion post questions (chapters 1-12) and the posted exam #1 study questions
 - Exam #1 (November 1-3)
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Week of Monday, November 4. Post #10 due next Sunday

Assignments

Part One

- “Children on the run in Central America” (video, 8 minutes)
<https://www.youtube.com/watch?v=4GpzW5zRjtY>
- “How Tijuana’s youth are responding to the border crisis” (video, 19 minutes)
<https://www.youtube.com/watch?v=IXAVDhO3URI>
- “The Tijuana project” (video, 62 minutes)

<https://www.cultureunplugged.com/documentary/watch-online/play/10530/The-Tijuana-Project>

Part Two

- JD, chapter 13, “Individual traits”; chapter 14, “The family”; chapter 15, “The school”

Discussion post #10

- What is an “individual trait” and what are “super traits”? What individual traits appear to increase the likelihood of offending? What type of delinquency do they best explain?
- What individual traits comprise “low self-control” and “irritability,” and how might low self-control and irritability increase the likelihood of offending? What is the relationship of such individual traits with social environment—including parenting style, housing, nutrition, exposure to violence, etc.? What aspects of parenting are most important in that regard? Why do the consequences vary according to neighborhood poverty versus wealth?
- To what degree does genetic inheritance explain the likelihood of committing violent crime? Review: “A genetic disposition to crime?” <https://www.youtube.com/watch?v=WmwfGbQPgpA>
- What biological harms possibly increase the likelihood of crime?
- To what extent is mental illness associated with violent behavior, or not? Approximately what percentage of youths in the juvenile justice system have serious problems of mental health?
- How strong is the association of school characteristics/experiences with delinquency? Are school experiences more a cause, or rather possibly a consequence, of delinquency? How strong is the relationship of school discipline/punishment style to delinquency? What is the most effective form of school discipline?
- Why do researchers claim that the mass media exaggerates the problem of school crime? That is, how strong is the relationship of school experiences on delinquency, and why is it that the relationship may actually be the reverse?
- What is the approximate percentage of students who experience bullying? What is the relationship of gender to bullying, being a victim of bullying, and relating to others who are bullied?
- What, if any, are the general characteristics of student school shooters?
- *Post to Canvas (Assignments)* by Sunday, 11:59 pm. **In-text citation of sources is required.** Minimum 250 words of narrative text for the entire post assignment, unless otherwise noted; there is no maximum length. *Display the word count at the end of each post.* -100 points for each non-submitted post without an instructor-approved reason.
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Week of Monday, November 11. Post #11 due next Sunday

Assignments

Part One

- “Los Olvidados”: description of the classic movie (1950) about youth, poverty, and crime in Mexico City <https://www.newyorker.com/goings-on-about-town/movies/los-olvidados>
 - The full Spanish-language movie with English-language subtitles (90 minutes) <https://www.youtube.com/watch?v=DX1uyJUa1o8>
- “Pixote”: description of the classic movie (1981) about youth, poverty, and crime in Sao Paulo, Brazil <https://www.rogerebert.com/reviews/great-movie-pixote-1981>
 - Trailer with English-language subtitles <https://www.youtube.com/watch?v=RtO1z7J5-YQ>

- English-language summary/discussion <https://www.youtube.com/watch?v=hHI6qQIaD6I>
- The full Portuguese-language movie with English-language subtitles (123 minutes), paid access Criterion Collection <https://www.criterion.com/films/30307-pixote>

Part Two

- JD, chapter 16, “Delinquent peers and gangs”; chapter 17, “Other social influences”; chapter 18, “Pulling it all together”

Discussion post #11

- Describe the evidence—pro and con—that having delinquent friends causes delinquency. Under what conditions are delinquent friends most likely to cause delinquency?
- Why are some juveniles more likely than others to associate with juvenile friends?
- What is the textbook’s definition of a juvenile gang? What are the most basic characteristics of a juvenile gang, and how do they differ from other teenage peer groups?
- What is the estimated extent of gangs and gang membership? Are gangs and gang membership become more common or not, and why?
- What are the characteristics of adolescent gang members compared to other adolescents? What reasons do juveniles give for joining gangs?
- How much crime is gang related, and what types of crime?
- What is the relationship of religious participation to delinquency, and to specific types of crime?
- How strong is the relationship of media to delinquency and crime, compared with other risk factors?
- What country among wealthy countries has the highest rate of gun ownership?
- What theory best explains the relationship between association with a delinquent peer group and becoming a delinquent?
- What are the key reasons why males are more likely than females to commit delinquent acts?
- What are the *four clusters of variables* that have a large, direct effect on delinquency?
- What is the one cause of delinquency that is said to be especially relevant to females, including serious female offending? How does this cause contribute to female offending?
- **Post to Canvas (Assignments)** by Sunday, 11:59 pm. **In-text citation of sources is required.** Minimum 250 words of narrative text for the entire post assignment, unless otherwise noted; there is no maximum length. *Display the word count at the end of each post.* -100 points for each non-submitted post without an instructor-approved reason.
- **Required:** In view of FIU’s policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course’s permissible formatting/style/grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

Week of Monday, November 18: Exam #2 (chapters 13-18) due next Sunday

Assignments

- Review the discussion post questions (chapters 13-18) and the posted exam #2 study questions
- Exam #2 (November 22-24)

Week of Monday, November 25. Post #12 due next Sunday

Assignments

Part One

- “History of policing in America” (video, 5 minutes)
<https://www.youtube.com/watch?v=wPu6-1yy8-o>
- *Recommended:* “The invention of the police”
<https://www.newyorker.com/magazine/2020/07/20/the-invention-of-the-police>
- “Kenya protests: Police, stop killing us” (video, 2 minutes)
<https://www.dw.com/en/in-africa-concerns-over-rising-police-brutality/a-54845922>
- “Why Mexico’s police don’t stand a chance against cartels” (video, 2 minutes)
<https://www.theguardian.com/world/2019/nov/05/mexico-police-dont-stand-chance-against-drug-cartels>
- “Policing the police” (video, 51 minutes)
https://www.youtube.com/watch?v=2_8vTl6D940

Part Two

- JD, chapter 20, “The police”

Discussion post #12

- What is the most common type of policing in the U.S., and is it proactive or reactive? Explain the difference. What do U.S. police spend most of their time doing?
- What is the most basic criticism of preventive policing? What is its effect on crime rates, and why?
- Why are efforts to improve police response time largely ineffective in increasing the likelihood of catching offenders?
- What types of offenders are police most likely to apprehend, and why?
- What are the factors in police discretion?
- What is zero-tolerance policing, and what are its criticisms?
- What are police crackdowns? How effective or ineffective are they in reducing crime? What is the basic criticism of police crackdowns?
- What is the cited benefit of community policing? What are criticisms of it? Why has community policing been difficult to implement?
- What is POP?
- *Post to Canvas (Assignments)* by Sunday, 11:59 pm. **In-text citation of sources is required.** Minimum 250 words of narrative text for the entire post assignment, unless otherwise noted; there is no maximum length. *Display the word count at the end of each post.* -100 points for each non-submitted post without an instructor-approved reason.
- *Required:* In view of FIU’s policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course’s permissible formatting/style/grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

Week of Monday, December 2. Posts #13 & #14 due next Sunday

Assignments

Part One

- “Jim Crow juvenile justice” (video, 8 minutes)
<https://www.youtube.com/watch?v=7hgXWK7-1ZM>

- “Million dollar hoods”
<https://milliondollarhoods.pre.ss.ucla.edu/>
- “Inside juvenile detention” (video, 11 minutes)
<https://www.youtube.com/watch?v=C-0bURq6wBo>
- “France’s justice system: Dealing with juvenile delinquents, past and present” (video, 6 minutes)
<https://www.france24.com/en/20200110-focus-france-french-justice-system-dealing-with-juvenile-delinquents-past-and-present-history>
- “Russia’s young offenders” (video, 12 minutes)
<https://www.france24.com/en/20200110-focus-france-french-justice-system-dealing-with-juvenile-delinquents-past-and-present-history>

Part Two

- JD, chapter 21, “Juvenile court and corrections”; chapter 22, “The juvenile justice system”; chapter 25, “What should we do to reduce delinquency?”

Discussion post #13

- What are the major goals of U.S. juvenile court, and how have they changed over time?
- What sociodemographic characteristics are most associated with juvenile court referral?
- What are two most common offenses handled by juvenile courts?
- Why don’t juveniles have the legal right to a jury trial?
- What are the main problems of juvenile probation?
- What theory is most associated with diversion programs?
- At which stage in the juvenile justice process are African-Americans most overrepresented?
- Racial discrimination may be greatest for what type of crimes and is greatest when victims are from one sociodemographic group?
- Discrimination in the juvenile justice system is greatest for which social class?
- In what types of police departments is racial discrimination relatively less likely to occur, according to the textbook?
- What two theories best explain racial discrimination?
- What are the most important determinants of how juveniles are treated within the justice system, according to the textbook?
- What are the racial characteristics of most crime (that is, the race(s) of the perpetrators and of the victims)?
- How should a comprehensive prevention/rehabilitation program in a high-crime community be implemented?
- Does the juvenile justice system institutionalize not enough juveniles, too many juveniles, or just enough juveniles in order to promote community safety? Explain your answer.
- What is “low direct control” and how does it pertain to delinquency?
- According to the textbook, what is perhaps the most negative effect of punishment in the juvenile justice system?
- What are “graduated sanctions” in the juvenile justice system, what is arguably their importance?
- *Post to Canvas (Assignments)* by Sunday, 11:59 pm. **In-text citation of sources is required.** Minimum 250 words of narrative text for the entire post assignment, unless otherwise noted; there is no maximum length. *Display the word count at the end of each post.* -100 points for each non-submitted post without an instructor-approved reason.
- *Required:* In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/

grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

Discussion post #14

- What have you learned about youth, crime, and society that you didn't know before taking this course? What questions remain for you to explore about the topic?
- *Post to Canvas (Assignments)* by next Sunday, 11:59 pm. *There is no minimum or maximum word count, and there is no need to display the word count.*
- *Required:* In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**
- *Post to Canvas (Assignments)* by Sunday, 11:59 pm. **No minimum word count required, no need to display word count, no need for citations.** -100 points for each non-submitted post without an instructor-approved reason.
- *Required:* In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

Week of Monday, December 9: Exam #3 (chapters 20, 21, 22, 25) due December 12

Assignments

- Review the discussion post questions (chapters 20, 21, 22, 25) and posted exam #3 study questions
 - Exam #3 (December 9-12)
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