Logic of the Course

This course offers an overview of sociological theory and research on crime and delinquency. We start by critically examining the social facts surrounding the measurement, extent, and distribution of crime and delinquency. Next, we study the principal sociological explanations of criminal behavior. These theories provide conceptual tools for analyzing a monograph detailing delinquency among Los Angeles gang members. We conclude by examining the criminal and juvenile justice systems, their treatment of offenders, and how this treatment affects future behavior.

Objectives of the Course

• To understand how crime and delinquency are currently measured and the extent and distribution of criminal behavior according to these measures.

• To gain a working knowledge of the key sociological theories of crime and delinquency.

• To apply the conceptual tools of these theories to selected case studies.

• To critically evaluate concrete policy responses to crime and delinquency.

HOW TO BE SUCCESSFUL WITH THIS ONLINE COURSE!

1) READ the entire syllabus - ESPECIALLY the near the end where it talks about grading rubric - I follow it!!!

2) GET some form of Power Point reader. There should be some available free online, and PSU has it on their computers. It is worth noting that much of the material will be presented in Narrated Power Point format!

3) NOTE the dates when things are due and abide by them - Main Discussion Questions on Wednesdays, other weekly items on Sundays!
4) USE the 'MODULES' in the 'Course Content' section of D2L to link to the assignments and extra materials.

5) CITE where you got your information from. I'm easy on this - simple citations like (Lilly pg. 50), (Sandquist PPT week 3), or ("Crips and Bloods...") OR a web link which you used for your answer. ***IF your citation is something not part of the course I expect a more comprehensive format which will allow me to look up your reference. (NOTE: Because of the organization of the class, in some cases you may have to go outside the required material for a second citation on the discussion questions, however, the second citation is only worth a single point in the rubric due to this limitation in the materials presented.)

6) SHOW me in your discussions that you can apply the information you learned to the questions asked.

7) DO the extra credit questions!!! Quite simply - They're easy, should be fun, and if you're getting anything other than an 'A' in the class they WILL raise your grade!

COURSE FORMAT

I’d like you all to think of this course as a game. The objective of the game is to learn to think about and discuss topics related to deviance in an educated and articulate way while not just regurgitating that which you’ve been assigned to read/watch/listen to. Everyone in the class can finish the game (Passing grade) by basic adherence to the assignments, but ‘winning’ the game (great grade) will probably require spending some time in real thought on the matters presented and a willingness to engage in lively discussion with your peers (and sometimes me) about opinions. This being said – I look forward to exploring these topics with you in a challenging yet entertaining fashion.

THE BASICS OF THE COURSE (see ‘Grading Rubric’ for specific instructions):

NOTE: Assignments are due ON-TIME, submit early so if you have internet problems you can try later or somewhere else!

- **25% of Final Grade - Weekly ‘forum’ discussion assignments** (except Midterm and Final week):
  - Each week on Friday morning I will post several questions relating to the required material for that week.
  - You will be expected to pick ONE question from those presented for that week in the 'discussion questions' forum and answer it (see rubric at end for details) by no later than Midnight on Wednesday of the assigned week.
  - You will then respond to someone else in another forum by no later than Sunday, Midnight on the week of the assignment.

- **20% of Final Grade – Weekly Quizzes** (including Midterm and Finals week)
Each week on Friday morning I will post a quiz consisting of about 20 questions (multiple choice/true false). You will have until the following Sunday at Midnight to complete the quiz.

Once you begin the quiz you’ll have 40 min. to complete it. If you are unhappy with your grade you may re-take the quiz ONE TIME and the AVERAGE of the two scores will be taken for the final grade.

- **20% of Final Grade – Midterm!**

  - On April 29th at Midnight the Midterm exam will be released online. It will consist of 2 parts:
    - A selection of 25 quiz questions from previous quizzes which *you will have ONE HOUR to complete and only ONE chance to take it*.
    - Several short (1-2 paragraph) answer questions which you will need to take at one sitting in the ‘quiz’ section – it will be timed at 1 hour and must be taken no later than **Midnight Sunday on the week of the Midterm**. *You will have only ONE hour to complete this portion and only ONE chance to take it.*

- **20% of Final Grade – Final!**

  - On May 27th at Midnight the Final exam will be released online. It will consist of 2 parts:
    - A selection of 25 quiz questions from previous quizzes which *you will have ONE HOUR to complete and only ONE chance to take it*.
    - Several short (1-2 paragraph) answer questions which you will need to take at one sitting in the ‘quiz’ section – it will be timed at 1 hour and must be taken no later than **Midnight Wednesday of Finals week**. *You will have only ONE hour to complete this portion and only ONE chance to take it.*

- **15% of Final Grade – Applying Sociological Theory to the book “Monster”**

<table>
<thead>
<tr>
<th>SUMMARY OF Course Requirements AND GRADES</th>
<th>Associated Points</th>
<th>Associated Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Midterm exam</strong>: on all material covered in the first ½ of the course. Includes material from readings, lectures, films, audio, and discussions</td>
<td>200</td>
<td>20%</td>
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<tr>
<td><strong>Final exam</strong>: The final essay exam is cumulative, but focuses on material covered after the first essay exam. This exam includes material from readings, lectures, films, audio, and discussions</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Quizzes</strong>: Online quizzes based on assigned readings, videos, audio, and presentations.</td>
<td>200</td>
<td>20%</td>
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<tr>
<td><strong>Weekly Discussion Forums</strong>: discussion of</td>
<td>250</td>
<td>25%</td>
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<td>required readings.</td>
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<tr>
<td>• <strong>Sociological Analysis of ‘Monster’</strong>: See below for details</td>
<td>150</td>
<td>15%</td>
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<tr>
<td><strong>TOTAL POSSIBLE</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
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*** Extra Credit: *** Every week I will post 1-4 questions in the 'Extra-Credit Questions' forum (easily accessed through the links provided every week in the Course Modules but also located at the bottom of the forum list). You can choose to answer any of the questions you would like to and will receive 5 points for each one you answer (up to a maximum per student of 100 points) if you meet the following requirement: **Your answer must be thoughtful and address the question asked.** There is no strict minimum or maximum length (a paragraph is probably reasonable, however), grammar and citation are irrelevant, and in all cases I'm just wanting you to show me you thought about the material a bit. There are no 'in-between' grades - you either get the credit or don't, but this should be the easiest extra-credit you've ever earned because, in most cases, I'm not looking for things you've learned, but instead things you think!!! (NOTE: Several of the questions will be related to videos which I'll either have links to online or are on Netflix, however, none of these are required)

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<tr>
<th>Grading Scale</th>
<th>Letter Grade</th>
<th>Point Ranges for Associated Grade</th>
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<tr>
<td>92% and above</td>
<td>A</td>
<td>921+</td>
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<tr>
<td>90-91%</td>
<td>A-</td>
<td>900-920</td>
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<td>88-89%</td>
<td>B+</td>
<td>880-899</td>
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<td>82-87%</td>
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<td>821-879</td>
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<td>80-81%</td>
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<td>78-79%</td>
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<td>60-69%</td>
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<td>Below 60%</td>
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<td>599 and under</td>
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**Required Texts** (available at PSU bookstore)


*** NOTE: *** You will be required to find and watch a copy of 'Crips and Bloods: Made in America' prior to the Midterm. This is currently available on Netflix and generally can be ordered from a library and may 'Stream' on Amazon. Also, the transcript can be found online.
REQUIRED VS. RECOMMENDED READINGS/LISTENINGS/VIEWINGS – On D2L I will have sections labeled for “Recommended” (will add to your comfort with the material and provide good references for arguments) materials. If it’s not labeled ‘Recommended,’ it’s fair game for me to test on! For the “Required” materials, these materials may include (but are not limited to): news articles, wikis, journal articles, power points, and/or web pages of interest and will generally total an additional 45 min – 3 hours worth of material which you will be responsible for each week. Please be sure to take notes on the materials (unless you have an eidetic memory) as they will provide useful references for all assignments.

*** NOTE: Much of this course deals with ‘criminal’ subject matter and, thus, the course material may often broach the limits of ‘decency’ quite substantially. The expectation is that students will be comfortable with viewing/listening to presented additional material in places where an ‘R’ rating would be acceptable (i.e. language, nudity, violence, and/or mature subject matter may apply).

Course Policies and Reminders

· Late Assignments/Missed Exams. Assignments, quizzes, and readings should be completed by the due date listed. Late online postings and quizzes will be docked 2 points per day without prior approval from the instructor (not given the day of or after the deadline). Late exams or the paper may be accepted with a legitimate excuse, but will be penalized 10% per day late. Please document any family or medical emergency and notify the instructor as soon as possible (text or e-mail preferred).

· Course announcements. Please check D2L frequently (a minimum of 2-3 times per week) for any announcement related to the course.

· Contact for technical support: Helpdesk. Computing and D2L questions should be directed to the Helpdesk. They may be contacted in the following ways.
  o Phone: 503-725-4357 (5-HELP)
  o Email requesting assistance to: help@pdx.edu
  o Visit the helpdesk in the basement of Smith Memorial Student Union, room 18. Users experiencing wireless connectivity issues are especially encouraged to visit in person for hands-on troubleshooting.
  o Send an inter-campus mail to mail code COMP.

· Class questions and contacting the instructor. The best way to contact me is via text or email. Please allow approximately 48 hours for a response during the week and up to 72 hours over the weekend. Questions that do not involve confidential/private information should be posted for all to see on the “Class Questions” discussion. Any questions regarding course requirements, deadlines, assignments, the syllabus, or other class material should be posted here. If a question has not been answered yet, anyone who knows the answer to the question is encouraged to answer.

· Quizzes. Each online quiz will include multiple choice questions and true/false questions. The quizzes will cover material from the assigned readings, and Power Points. Once you begin a quiz, you will be allowed only a short window of time (approximately 40 minutes) to complete the exam. Therefore, you must complete all required readings prior to beginning the quiz since the short window of time will not allow for you to read and digest new material. However, each quiz may be retaken one time and the average score between the two will be taken as the final grade for the quiz.

· Offensive Material. You may find some of the descriptions of crime presented in this class to be shocking or disgusting. By definition, the subject matter of this course includes things that many people find
objectionable on moral or aesthetic grounds. This course will require you to have a certain amount of tolerance for the unusual and disreputable side of life. This does not mean that you have to approve of them, but you will have to keep your personal feelings in check in order to study these topics. I will be available to discuss any concerns you have with course materials.

- **Documented Disability.** If you are a student with a documented disability and registered with the Disability Resource Center (DRC), please contact me immediately to facilitate arranging academic accommodations. DRC contact information includes: Web: [www.pdx.edu/uasc/drc.html](http://www.pdx.edu/uasc/drc.html); phone: 503-725-4150; Fax: 503-725-4103; TTY or Relay: 503-725-6504; email: drc@pdx.edu.

- **Online discussions and netiquette.** This class will take place entirely in the online environment. I expect students to be thoughtful contributors to the online discussions. I expect these discussions to primarily be student-focused, but I will read, grade, and occasionally comment on these discussions. Some basic rules for ‘Internet etiquette’ can help to facilitate constructive online discussions. (Adapted from [http://www.brighthub.com/education/online-learning/articles/26946.aspx](http://www.brighthub.com/education/online-learning/articles/26946.aspx)):

  - **Be friendly, positive, and self-reflective.** It is important to be careful how you express yourself to people who don’t know you and can’t see you. It is easy to offend others or to take comments the wrong way when they are not accompanied by friendly nonverbal tones and gestures. So think carefully before you write. Reread what you have written before you post it. Say critiques in a positive, constructive tone. And avoid posting when you are angry.
  
  - **Use proper language and titles.** Avoid using slang or profane words online, even if they are words you consider “not so bad.” They can be offensive to others. Avoid using all caps, which suggests you are yelling. Avoid using nicknames you’re not sure about.
  
  - **Use effective communication.** Speak and write clearly at all times. Reread what you have written before you post it. Be mindful about the words you chose and be cautious when making jokes. Avoid sarcasm because it tends not to read well in an online forum.
  
  - **Professionalism.** Leave characters like smiley faces and instant message abbreviations out. Be polite and write with complete thoughts. If you don’t understand someone else’s comment or expressions, ask for clarification politely by saying “I did not understand,” rather than “Your comment did not make sense.”

- **Academic Misconduct.** According to the PSU Student Code of Conduct, a student is subject to disciplinary action for academic dishonesty. Academic dishonesty is the act of knowingly or intentionally seeking to claim credit for the work or effort of another person or participation in such acts. This includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer’s ideas; (d) The buying or selling of all or any portion of course assignments and research papers; (e) Performing academic assignments (including tests and examinations) for other persons; (f) Unauthorized disclosure or receipt of academic information.

**BASIC COURSE SCHEDULE (SEE WEEKLY MODULE FOR UPDATES AND ACTUAL SCHEDULE)**

Course schedule subject to change with reasonable notice

**PART I: EXTENT AND NATURE OF CRIME AND DELINQUENCY**
Week 1

Introduction: Welcome! -- Self-Report Survey and Introductions on D2L


Read: “13 Choruses for the Divine Marquis” by Robert Anton Wilson – Link found online.

WATCH/Read/Listen: Class PPT Week 1

Week 2


Peruse: assorted data sites TBA

WATCH/Read/Listen: Class PPT Week 2

PART II. THEORIES OF CRIME AND DELINQUENCY

Week 3


WATCH/Read/Listen: Class PPT Week 3

Week 4


WATCH/Read/Listen: Class PPT Week 4

Week 5

Read: WALKER 2D: ETHNIC YOUTH GANGS Pp 79-87, 3: RACE, ETHNICITY, SOC. STRUCTURE, & CRIME Pp 77-102, SHAKUR 1-4 Pp 3-94

WATCH/Read/Listen: Class PPT Week 5, “Crips and Bloods: Made in America”

***MIDTERM EXAM – POSTED on April 29 CLOSED on May 8, 2016 @ 11:59PM***

Week 6

**SHAKUR** 5-8: **Pp 97-280**

**WATCH/Read/Listen:** Class PPT Week 6

**Week 7**

Read: **LILLY** 8: SOCIAL POWER & THE CONSTR. OF CRIME **Pp 166-198 (149-181)**, **SHAKUR** 9&10: **Pp 283-383**

**WATCH/Read/Listen:** Class PPT Week 7

**Week 8**


**WATCH/Read/Listen:** Class PPT Week 8


**WATCH/Read/Listen:** Class PPT Week 9, Movie: “American Drug War: The Last White Hope”

**NOTE:** *Monster analysis papers are due by June 1 @ 11:59PM*

**Week 10**

Read: **WALKER** 7: RACE & SENTENCING: IN SEARCH OF... **Pp 281-333**, THE COLOR OF JUSTICE **Pp 491-495**

**WATCH/Read/Listen:** Class PPT Week 10

**FINAL EXAMINATION – OPEN ONLINE May 27 @ 12:01AM, CLOSES June 8 @ 11:59PM.**
This paper focuses on the book by Sanyika Shakur, Monster. This book recounts the author’s experiences becoming involved in a gang and his associated delinquent behavior. His experiences raise questions about the causes of crime and delinquency and how to best respond to this behavior once it occurs.

Please write your paper in a 'word processor' of your choice and copy it into the 'Quiz' section given to it in D2L.

Your goal in this paper is to relate Shakur’s experiences to the course material on theories of crime/delinquency. Specifically, consider the following questions and write a 5-7 page paper that addresses them. You do not need to answer the questions in their given order. In fact, the best papers may integrate the answers to the questions into a coherent paper. The paper assignment asks that you write descriptively about Shakur’s experiences, but that you also go beyond mere description to discuss the ways in which his experiences relate to more general questions about the causes of crime/delinquency, the effects of labeling, and the best means for reducing recidivism and/or preventing crime and delinquency from occurring in the first place. To receive full credit, each of the following questions must be addressed in your paper, and each answer must be supported with material from the book and (wherever possible) from other class material:

1. Was it inevitable that Shakur would join a gang? What, if anything, could have prevented it?

2. What factor(s) ultimately stopped Shakur’s delinquent/criminal behavior?
   - Could it have been stopped sooner?

3. Providing examples from the book, explain which sociological theory/theories you think best describe(s) Shakur’s behavior.
   - What does this theory suggest should be done to prevent delinquent behavior?
   - If done in Shakur’s case, would it have helped?

4. What (if anything) could the juvenile/criminal justice system have done to stop Shakur’s delinquency?

5. Why do you think Shakur chose to write this book? What is his main point?

The paper that you write for this assignment should be 5-7 pages in length, typed, and double-spaced. You will be graded on the quality of your writing, the clarity and accuracy of your arguments, and the overall coherence of your paper. The primary consideration in grading will be your ability to successfully tie class material to the book (therefore, you are expected to refer to class material, such as lecture and required readings). When you refer to the Monster book or to class notes/reading, be sure to provide a citation [e.g., (Lilly et al. 2007), or (class notes 5/17/2011), or (Walker et al. 2007, p. 100)]. You should also include a references page at the end of the paper, list all references you use. You are not required to use any outside references (i.e., books/articles that are not read/discussed in class), but are welcome to do so.
GRADING RUBRIC

Weekly discussion questions:

1) Open ended discussion questions will be posted every Friday at approximately 12:01 AM.
   - **Answers to one of the discussion questions are due by Wednesday midnight** of the same week and your **response to someone else’s response to a DIFFERENT question is due by the following Sunday midnight.**

2) **Grading** (27.7 points per week – no discussion questions during week of midterm or finals):
   - **Initial Answer to question** = 18 points
   - Answering question in a thoughtful and informed fashion which makes it clear to the instructor that you have read and thought about the material and doing so in 300-400 words (2-3 paragraphs) = 13 pts.
   - Citation of at least 2 **SEPARATE** sources (NOT two different quotes from the same article/chapter/film)= 3 pts. (2 points for first citation, 1 for the second one) -- Can be as simple as (Lilly 211) or (Sandquist PPT Week 2))
   - Grammar/punctuation/style = 2 pts.
   - **Responses to others** = 9.7 points total.
   - Adding thoughtfully to the discussion (e.g. not simple ‘I agree/I disagree’ but providing additional material to support or refute the original answer) in 100-250 words (2 paragraphs or less) = 7 points
   - Being respectful = 2 points
   - Grammar/punctuation/style = .7 points

Quizzes:

- Quizzes will be posted every Friday at approximately 12:01 AM and are worth 20 points each.
- **Quizzes are due by the following Sunday at midnight (10 Days).**
- Quizzes will be a collection of multiple choice and true/false based solely on the weeks assigned reading, listening, and viewing assignments.
- Quizzes will be 20 questions each with a time limit of 40 minutes to complete the quiz.

Tests:

1) Tests will be posted 1 week prior to their due date and are worth 200 points.

2) **TESTS CAN ONLY BE TAKEN ONE TIME!!!**

3) Tests will generally **have 2 parts both weighed at 100 points.**
   - Part I – a collection of 25 multiple choice/short answer questions from previous quizzes – 4 pts each.
   - done ONLINE – 100 Points
- Part II – 3 short (1-2 paragraph) essay questions – 33.3 pts. each – done ONLINE – 1 HOUR to complete.
- Answering questions in a thoughtful and informed fashion which makes it clear to the instructor that you have read and thought about the material. (1-2 paragraphs) = 25 pts.
- Grammar/punctuation/style = 8.3 pts.

**EXAMPLES (taken from another online class I teach but grading will be the same!)**

**Weekly Discussion Question asked:** Discuss the notion of 'stigma' in relation to sexual minorities, people with disabilities, and the obese. Is it ever justified with any of these groups? Does 'power' play a role in the development of stigmas? What might be some strategies for these groups to reduce or eliminate the stigmas?

**EXCELLENT DISCUSSION QUESTION RESPONSE (16.5-18 Points)**

First, I think Thio (2006) oversimplifies when he refers to a stigma as “something a person has or does that others see as bad in some way” (249). That’s not the whole story, not by a long shot. There’s an element of disgrace involved, of the Puritan ethical element of “shunning,” of exclusion, and of a social turning away. When I think stigma, I think about Hester Prynne’s scarlet letter, not about one of my kids acting up.

I don’t think that stigmatization is justified, especially in the case of those who don’t harm others through the stigmatized action. The concept of stereotyping is also associated with stigmatization, and I think that stereotyping on an individual basis is a harmful (albeit natural) act. It eliminates a full understanding of the individual and that individual’s circumstances.

I’m absolutely certain that power plays a role in the maintenance of stigmas, though I’m not entirely sure about the role of power in the development of stigmas. I’m reminded of our article from earlier in the term on moral panics, in which Goode (2008) found that the difference between the actual threat to society and the fervor with which this threat was reported was occasionally significantly different. Goode emphasized the role of the media in fanning moral panic; I think that stigma (which relays a similarly disproportionate concern on the part of society) can likewise be distributed through powerful social systems and figures.

Because I think that stigma is an assigned role, I think that the best thing that stigmatized people can do is be prominent in society. Because I think that stereotyping plays a huge role in stigmatization, I think that interpersonal and intergroup relationships are essential in lowering the rate of stigmatization in society. It is obviously extremely uncomfortable for gays and lesbians to “come out” (Thio (2006) explains the social consequences of “shock, rejection, or worse (255)), but it’s also extremely important for uninformed people to know that their stigmatization is based on false information.

**GOOD DISCUSSION QUESTION RESPONSE (14.5-16.4 Points)**

First, I think Thio (2006) oversimplifies when he refers to a stigma as “something a person has or does that others see as bad in some way” (249).

I don’t think that stigmatization is justified, especially in the case of those who don’t harm others through the stigmatized action. The concept of stereotyping is also associated with stigmatization, and I think that stereotyping on an individual basis is a harmful (albeit natural) act. It eliminates a full understanding of the
individual and that individual’s circumstances.

I’m absolutely certain that power plays a role in the maintenance of stigmas. I’m reminded of our article from earlier in the term on moral panics, in which Goode (2008) found that the difference between the actual threat to society and the fervor with which this threat was reported was occasionally significantly different. Goode emphasized the role of the media in fanning moral panic; I think that stigma can likewise be distributed through powerful social systems and figures.

Because I think that stigma is an assigned role, I think that the best thing that stigmatized people can do is be prominent in society. Because I think that stereotyping plays a huge role in stigmatization, I think that interpersonal and intergroup relationships are essential in lowering the rate of stigmatization in society.

**FAIR DISCUSSION QUESTION RESPONSE (12.6-14.4 Points)**

I don’t think that stigmatization is justified, especially in the case of those who don’t harm others through the stigmatized action.

I’m also absolutely certain that power plays a role in the maintenance and distribution of stigmas. I’m reminded of our article from earlier in the term on moral panics, in which Goode (2008) found that the difference between the actual threat to society and the fervor with which this threat was reported was occasionally significantly different.

Because I think that stigma is an assigned role, I think that the best thing that stigmatized people can do is be prominent in society. Because I think that stereotyping plays a huge role in stigmatization, I think that interpersonal and intergroup relationships are essential in lowering the rate of stigmatization in society.

**EXCELLENT RESPONSE TO PEER (9-9.7 pts):**

I think your answer is very insightful. Agnew emphasized the fact that strains don't usually come all by themselves, and that it's not usually in reaction to just one strain that deviance--especially something as deviant as criminal behavior--emerges.

The way that we tend to begin to study social behavior (through the isolation of single trends in their influence on one another) also influences how we think about it. We start to identify one influence, and then add another, and then add another; all too often, we get caught up in R-values and other statistical indications of cumulative influence and forget that life doesn't happen in a statistically controlled environment.

Anyway, I liked very much the way you're thinking about this. There's a lot more in determining the likelihood of criminal behavior than adding up this strain and that strain; we have to remember the entirety of the organic environment in which social relationships take place.

**GOOD RESPONSE TO PEER (8-8.9 pts):**
I think your answer is very insightful. Agnew emphasized the fact that strains don't usually come all by themselves, and that it's not usually in reaction to just one strain that deviance—especially something as deviant as criminal behavior—emerges.

Instead, we start to identify one influence, and then keep adding them until we get statistical results, which can be dehumanizing, but seems to be the way things are done.

Anyway, I liked very much the way you're thinking about this. Yet I still think there's a lot more in determining the likelihood of criminal behavior than just adding up this strain and that strain.

**FAIR RESPONSE TO PEER (7-7.9 pts):**

I think your answer is very insightful. Agnew emphasized the fact that strains don't usually come all by themselves, and that it's not usually in reaction to just one strain that deviance—especially something as deviant as criminal behavior—emerges. Yet I still think there's a lot more in determining the likelihood of criminal behavior than just adding up this strain and that strain.