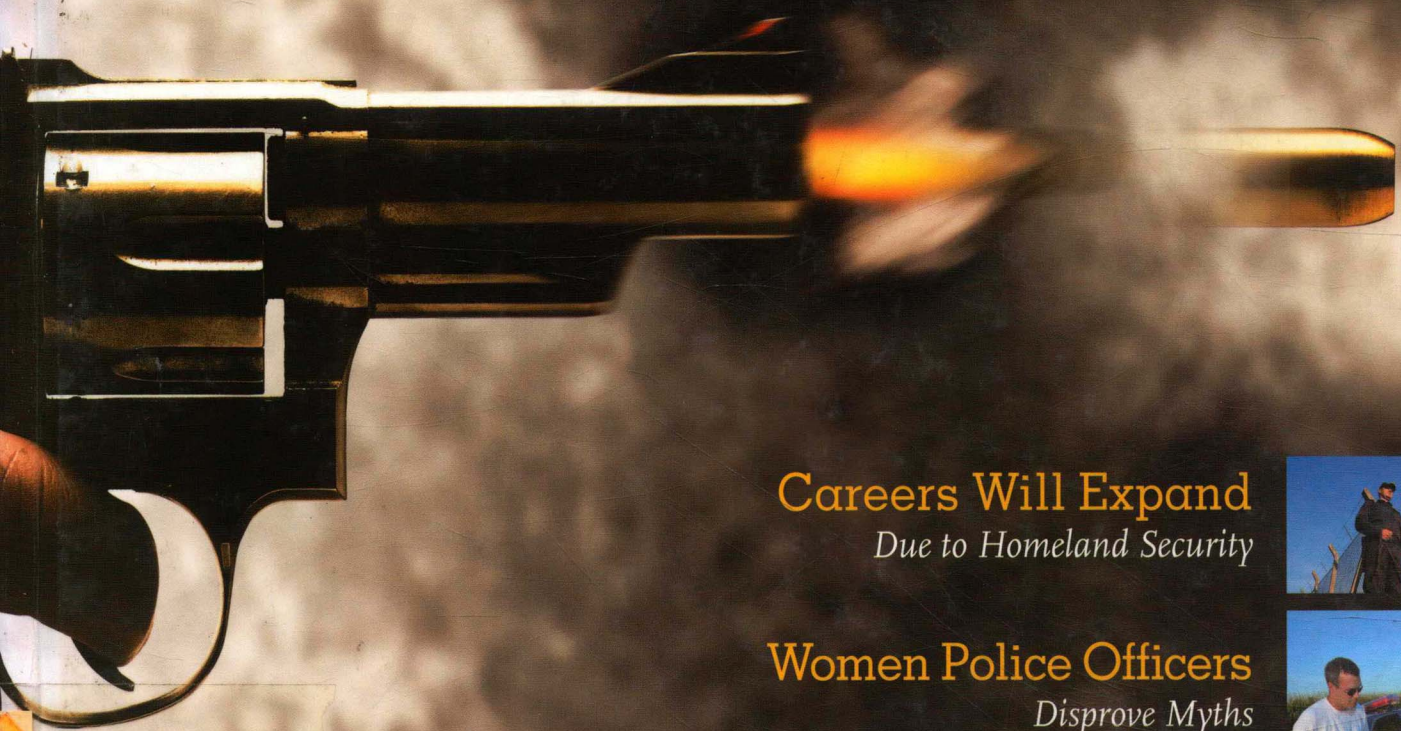


LARRY K. GAINES ROGER LEROY MILLER

CRIMINAL JUSTICE IN ACTION

FIFTH EDITION



Careers Will Expand

Due to Homeland Security



Women Police Officers

Disprove Myths



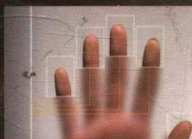
Supreme Court Reconsiders

Rules of Search and Seizure



Latest Developments

in the Use of DNA as Evidence



Criminal Justice in Action

Fifth Edition

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California State University
San Bernardino

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Institute for University Studies
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Criminal Justice in Action

Fifth Edition

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Learn about criminal justice with these intriguing developments . . . straight from the headlines:



Homeland security and the new challenges it presents to CJ professionals

This book's entirely new Chapter 16, "Homeland Security," helps you to better understand terrorism, as well as counterterrorism challenges and strategies, border security, and more. **See page 523.**



Debunking myths about women in police work

Chapter 6's *Myth versus Reality* box puts to rest the myth that policing is primarily men's work. **See page 148.**



The Supreme Court reconsiders the rules of search and seizure

A new chapter-opening vignette focuses on *Georgia v. Randolph*, an intriguing 2006 case with major implications for police searches. **See pages 204 and 205.**



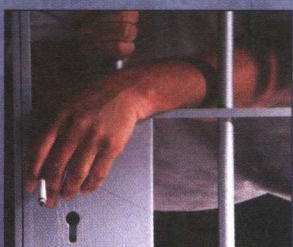
The latest developments in the use of DNA evidence

The new chapter-ending *Criminal Justice in Action* activity in Chapter 6 gets you thinking critically about the controversial practice of collecting DNA evidence from those arrested but not yet convicted of crimes. **See page 199.**



The deadliest shooting rampage in American history

A new chapter-opening account examines the murder of 32 students and professors at Virginia Tech and what it reveals to you about police strategies, gun control issues, and more. **See page 4.**



The latest methods for reducing recidivism

Chapter 14 gives you an up-to-the minute look at reentry concerns, the most effective methods for reducing recidivism, and the challenges posed by a phenomenon known as the "relapse process." **See pages 472 to 475.**

These are just a few of the many real-life developments in this book that will give you an inside look at important issues and concepts in criminal justice.

Preface to the Fifth Edition

More than any other subject a student will take on during his or her academic career, criminal justice saturates our daily existence. Issues of crime and justice dominate American culture, from the halls of Congress, to prime-time television, to the blogosphere. A single criminal act, be it a terrorist attack or a lone gunman's shooting spree, will monopolize media coverage for days, months, and sometimes years. Fear of crime, justified or not, influences even the smallest decisions, such as what route to take home or whether to leave the hall light on overnight.

More than any other hardcover in the field, the fifth edition of *Criminal Justice in Action* captures the whirlwind of real-world crime and integrates it with the solid pedagogy professors and students expect. Over the previous four editions of this series, we have, with a great deal of help and advice, constructed a best-selling introductory criminal justice textbook on the basis of three precepts:

1. **Immediacy.** We have always made every possible effort to keep *Criminal Justice in Action* as up to date as possible, and this edition is no exception. Each chapter begins with a recent "ripped from the headlines" example that introduces the themes to be covered in the pages that follow. Hundreds of statistical measures of crime have undergone revision to assure their timeliness, as have the many figures, features, and photos that add insight to the text.
2. **The bedrock principles of criminal justice.** The United States is a nation of laws, and criminal justice is a discipline of rules. To a certain extent, every act taken by a member of the criminal justice system has been prescribed by a politician's pen, a judge's gavel, or the practice of centuries that has been molded into a requirement. We assign these rules the detail and discussion they deserve, providing students with the best possible means of understanding the seemingly helter-skelter existence of the American criminal justice system on the streets, in the courts, and in the prisons and jails.
3. **The first step on the career path.** We know that many students using this text are planning to pursue a career in criminal justice. As a result, each chapter of this textbook includes a feature containing words of wisdom from a criminal justice professional. Furthermore, supplements such as an interactive CD-ROM and a dedicated Web site will help students get their feet in the CJ door, whether their interest is in law enforcement, the courts, the corrections system, or any other aspect of crime and justice in the United States.

For this fifth edition of *Criminal Justice in Action*, we have, at the urging of many of our adopting partners, strengthened our focus on a fourth fundamental: **critical thinking**.

Major Changes to the Fifth Edition

Put simply, *Criminal Justice in Action*, Fifth Edition, provides students with more tools to think critically and then prompts them to do so. These new tools include:

- **Learning Objectives.** At the beginning of each chapter, students are introduced to up to ten *learning objectives* for that chapter. For example, in Chapter 6, "Challenges to Effective Policing," Learning Objective 8 (LO8) asks students to "Determine when police officers are justified in using deadly force." The area of text that furnishes the information required to make this determination is marked with a circular LO8 graphic, and, finally, the correct answer is found in the chapter-ending materials. This constant *active*

learning will greatly expand students' understanding of dozens of crucial criminal justice topics.

- **Self Check Boxes.** Students are not, however, required to wait until they have finished reading the chapter to engage in self-assessment. We have placed a new *Self Check* box at the end of each major section of each chapter. Three to five sentences long, these items require students to fill in the blanks, thereby reinforcing the most important points in the section they have just read. (All answers are found at the end of each chapter.)
- **Revised Criminal Justice in Action Features.** Professors are given the ultimate opportunity to assess their students' comprehension levels in the *revised chapter-ending Criminal Justice in Action features*. Each of the new features introduces students to a controversial topic from the chapter and provides them with "for" and "against" arguments related to that topic. Then, using information and knowledge gained from the chapter, the student is asked to write a short essay giving her or his opinion on the controversy. These restructured features not only help students improve their writing and critical-thinking skills, but they also act as a review. Before beginning the assignment, students are advised to return to certain sections of the chapter (page numbers are indicated) that will be helpful in formulating their own arguments.

New Chapter: Homeland Security

Even as the events of September 11, 2001, recede into the past, their influence on the American criminal justice system has remained considerable. In recognition of this situation, we have decided to add a new chapter to the Fifth Edition of *Criminal Justice in Action*. Entitled "Homeland Security," the new Chapter 16 begins with a brief introduction to the historical and social forces behind international terrorism before moving into an in-depth discussion of the terrorist threat to the United States and the steps that our government is taking to protect its citizens against that threat. The chapter ends with a close look at the question, "How many freedoms are Americans willing to give up to further the war against terrorism?" We strongly believe that issues of homeland security will continue to challenge and change our criminal justice system in the years to come and, therefore, consider this new chapter a necessary improvement to this edition and many editions to come.

Chapter-by-Chapter Organization of the Text

This edition's seventeen chapters blend the principles of criminal justice with current research and high-interest examples of what is happening in the world of crime and crime prevention right now. What follows is a summary of each chapter, along with a description of some of the revisions to the Fifth Edition.

PART 1: THE CRIMINAL JUSTICE SYSTEM

Chapter 1 provides an *introduction* to the criminal justice system's three major institutions: law enforcement, the courts, and corrections. The chapter also answers conceptual questions such as "what is crime?" and "what are the values of the American criminal justice system?"

- A **new** A Question of Ethics feature ("Death of a Cowgirl") highlights the importance of discretion in the criminal justice system by asking the student to put himself or herself in the place of a prosecutor forced to make a tough decision.
- The chapter closes with a section entitled "**Criminal Justice Today**," which has been revised to reflect the unfortunate new reality that after years of decline, violent crime rates in the United States have begun to head upward.

Chapter 2 focuses on *criminology*, giving students insight into why crime occurs before shifting their attention toward how society goes about fighting it. The chapter addresses the most widely accepted and influential criminological hypotheses, including choice theories, trait theories, sociological theories, social process theories, social conflict theories, and life course theories.

- Students will also become acquainted with **emerging, controversial theories in criminology**; for the first time, this edition contains discussions of racial threat theory, which places crime in the context of race relations, and environmental criminology, which considers crime a matter of place.
- In its final pages, the chapter examines the **role of the victim** in the criminal equation, including a new analysis of theories that attempt to explain why some members of society are more likely than others to be targets of crimes.

Chapter 3 furnishes students with an understanding of two areas fundamental to criminal justice: (1) the *practical definitions* of crime, such as the difference between felonies and misdemeanors and different degrees of criminal conduct, and (2) the various modes of *measuring* crime, including the FBI's Uniform Crime Reports and the U.S. Department of Justice's National Crime Victimization Survey.

- To give students an idea of how crime statistics shape our perception of crime in the United States, the chapter includes a section entitled "**Crime Trends Today**," which has been **significantly expanded** to show the impact that guns, gangs, and drugs have had on escalating violent crime rates.
- The **new** chapter-ending Criminal Justice in Action feature ("Legalizing Drugs") asks students to determine whether the legalization of illicit drugs has any benefits to offer society or would only make an already bad situation worse.

Chapter 4 lays the foundation of *criminal law*. It addresses constitutional law, statutory law, and other sources of American criminal law before shifting its focus to the legal framework that allows the criminal justice system to determine and punish criminal guilt.

- A **new** International CJ feature ("The Pushtun Way") explains the *Pushtunwalli* codes that dominate criminal law in northwestern Afghanistan and asks students to critique the practice of "passing judgment" on foreign customs.
- A **new** You Be the Judge feature ("Beware of Dog") requires students to choose the proper punishment for a woman whose pit bulls have committed homicide.

PART 2: THE POLICE AND LAW ENFORCEMENT

Chapter 5 acts as an *introduction to law enforcement* in the United States today. This chapter offers a detailed description of the country's numerous local, state, and federal law enforcement agencies and examines the responsibilities and duties that come with a career in law enforcement.

- As part of a discussion of the **reorganization of federal law enforcement** brought about by the September 11, 2001, terrorist attacks, students will learn about the **new** U.S. Customs and Border Protection and U.S. Immigration and Customs Enforcement agencies.
- A **new** CJ and Technology feature ("Car 54") describes the latest generation of computerized police vehicles.

- The important issue of police discretion is addressed with an **updated look** at two areas in which such discretion is under attack: domestic violence arrests and high-speed pursuits.

Chapter 6 puts students on the streets and gives them a gritty look at the many *challenges of being a law enforcement officer*. It starts with a rundown of the steps in becoming a police officer and then moves on to policing strategies and issues in modern policing, such as use of force, corruption, and the “thin blue line.”

- A **new** section entitled “**Police Strategies: What Works**” gives a comprehensive and critical look at the various crime-fighting methods favored by police departments.
- A **new** A Question of Ethics feature (“Testilying”) directs students to contemplate the practical and ethical questions raised by the police practice of misleading judges and juries to ensure that guilty suspects do not go free.

Chapter 7 examines the sometimes uneasy *relationship between law enforcement and the U.S. Constitution* by explaining the rules of being a police officer. Particular emphasis is placed on the Fourth, Fifth, and Sixth Amendments, giving students an understanding of crucial concepts such as probable cause, reasonableness, and custodial interrogation.

- The difference between probable cause sufficient to support a warrantless arrest and a “mere hunch” is illuminated by a **new** You Be the Judge feature (“The Wrong-Handed Beer Drinker”). The exercise transports students behind a bar on the wrong side of the tracks and asks them to judge a police officer’s behavior.
- The chapter’s **new** Criminal Justice in Action feature requires students to analyze the controversial practice of racial profiling. Are there any circumstances, whether on a highway or in the security corridor of an airport, under which law enforcement officers can use a suspect’s race or ethnicity to establish probable cause?

PART 3: CRIMINAL COURTS

Chapter 8 takes a big-picture approach in describing the *American court system*, giving students an overview of the basic principles of our judicial system, the state and federal court systems, and the role of judges in the criminal justice system.

- The court system’s ability to live up to societal expectations of truth and justice, a running theme of the third part of this textbook, is explored in the context of the so-called Duke rape case. This chapter’s **new** opening vignette concerns the charges brought against three Duke University lacrosse players and the ignominious manner in which the charges were eventually dropped.
- A **new** A Question of Ethics feature (“Getting Personal”) highlights the difficult position of judges whose religious beliefs affect the manner in which they decide certain cases.

Chapter 9 provides students with a rundown of *pretrial procedures* and highlights the role that these procedures play in America’s *adversary system*. Thus, pretrial procedures such as establishing bail and plea bargaining are presented as part of the larger “battle” between the prosecution and the defense.

- A **new** Myth versus Reality feature (“Are Fingerprint Matches Foolproof?”) explains how defense attorneys are starting to gain an edge in this “battle” by raising questions about the infallibility of fingerprinting matches.

- The discussion of attorney-client privilege in this chapter has undergone **a significant expansion**, with a particular focus on the theoretical and practical reasons behind the privilege and its few but important exceptions.

Chapter 10 puts the student in the courtroom and gives her or him a strong understanding of the steps of the *criminal trial*. The chapter also attempts to answer the fascinating but ultimately frustrating question, “Are criminal trials in this country fair?”

- The “**finality**” of a **verdict** has long been one of the cherished values of the criminal trial. In this chapter, students will learn how growing media coverage of wrongful verdicts, many uncovered by improved DNA technology, has weakened the primacy of finality in our criminal justice system.
- The student’s understanding of the rules of evidence is tested by the **new** Criminal Justice in Action feature, which deals with the subject of rape shield laws. The writing assignment of this feature asks the student to determine whether these laws properly balance the rights of the accuser and the rights of the accused.

Chapter 11 links the many different *punishment options* for those who have been convicted of a crime with the theoretical justifications for those punishments. The chapter also examines punishment in the policy context, weighing the public’s desire for ever-harsher criminal sanctions against the consequences of such governmental strategies.

- In the face of increased calls for “get tough” sentencing, a countermovement known as **restorative justice**, based on apologies and restitution, is gaining support and is becoming an increasingly popular option for judges and legislatures.
- The chapter’s **extensive discussion** of capital punishment has been **updated**, with new discussions concerning the deterrent effect of the death penalty and the legal and ethical issues surrounding the practice of lethal injection.

PART 4: CORRECTIONS

Chapter 12 makes an important point, and one that is often overlooked in the larger discussion of the American corrections system: not all of those who are punished need to be placed behind bars. This chapter explores the *community corrections* options, from probation to intermediate sanctions such as intensive supervision and home confinement.

- A **new** You Be the Judge feature (“What’s the Sentence?”) concerns the case of a fraternity brother whose hazing methods went too far and requires students to determine the proper punishment for his transgressions.
- The past few years have seen significant advances in the technology of electronic monitoring, and this chapter’s discussion of the subject includes an **updated** CJ and Technology feature on the use of global positioning systems (GPS) to track probationers.

Chapter 13 focuses on *prisons and jails*. Record-high rates of incarceration have pushed these institutions to the forefront of the criminal justice system, and this chapter explores the various issues—such as the emergence of private prisons—that have resulted from the prison population boom.

- Endemic overcrowding has disturbing consequences for American jails, as a **new** section in the chapter makes clear.

- The chapter's **new** Criminal Justice in Action feature addresses a particular sort of prison punishment known as solitary confinement, or "the Hole," and asks the student to decide whether the U.S. Constitution should be interpreted to prohibit this harsh sanction.

Chapter 14 is another example of our efforts to get students "into the action" of the criminal justice system, this time putting them in the uncomfortable position of being behind bars. It also answers the question, "What happens when the inmate is released back into society?"

- In addition to issues of prison violence covered in previous editions, in this edition we include a **new discussion of prison gangs and security-threat groups (STGs)**, and their growing influence on everyday prison life.
- A **new** section on the "**special case of sex offenders**" explores the many issues pertaining to this controversial segment of America's ex-con population; it includes a **new Myth versus Reality** feature ("Recidivism Rates of Sex Offenders") that presents evidence contradicting the widely held belief that sex offenders are more likely to repeat their crimes than are other criminals.

PART 5: SPECIAL ISSUES

Chapter 15 examines the *juvenile justice system*, giving students a comprehensive description of the path taken by delinquents from first contact with police to trial and punishment. The chapter contains a strong criminological component as well, scrutinizing the various theories of why certain juveniles turn to delinquency and what steps society can take to stop them from doing so before it is "too late."

- A **new** section on **school violence** looks at the public perception of such violence, efforts to curtail it, and contributing factors such as the so-called bully problem. The section contains a CJ and Technology feature on Safewatch, a real-time video monitoring system that allows the police to "see into" schools during emergencies.
- The **new** chapter-ending Criminal Justice in Action feature requires students to give their opinion on the practice of transferring juveniles to the adult criminal justice system.

Chapter 16, as noted earlier in this Preface, is a new chapter on *homeland security*. The chapter includes:

- A **new** International CJ feature ("The Jihad Loophole") that describes an aspect of Yemeni law that recognizes "the right of jihad" among its citizens.
- A **new** CJ and Technology feature that describes Project Chloe, an antimissile system being developed by the Department of Homeland Security to protect airplanes against future terrorist attacks.

Chapter 17 concludes the text by taking an expanded look at *cyber crime*, a subject whose importance in the criminal justice system is growing as quickly as the reach of the technology that spawns it.

- The transformation of money laundering into a largely online activity is covered, as well as the **emergence of cyberterrorism** as a major concern for homeland security officials.
- The last section of the chapter, entitled "Criminal Justice: Looking to the Future," provides students with a **preview of emerging issues in the criminal justice field**, including increased data mining and a new generation of ID cards for U.S. citizens.

Special Features

Supplementing the main text of *Criminal Justice in Action*, Fifth Edition, are nearly ninety eye-catching, instructive, and penetrating special features. These features, described below with examples, have been designed to enhance the student's understanding of a particular criminal justice issue.

Careers in CJ: As stated before, many students reading this book are planning a career in criminal justice. We have provided them with an insight into some of these careers by offering first-person accounts of what it is like to work as a criminal justice professional.

- In Chapter 1, Patrick Connolly, a supervisory special agent with the FBI, gives advice on how to become a federal law enforcement agent and describes his position as coordinator of a joint terrorism task force.
- In Chapter 6, Lois Perillo provides an inside look at life as the San Francisco Police Department's first bicycle community policing officer.

Mastering Concepts: Some criminal justice topics require additional explanation before they become crystal clear in the minds of students. This feature helps students to master many of the essential concepts in the textbook.

- In Chapter 7, these features help students understand the legal differences between a police stop and a police frisk, and the various exceptions to the requirement that a police officer must have a warrant before making an arrest.
- In Chapter 15, the feature compares and contrasts the juvenile justice system with the criminal justice system.

You Be the Judge: Students are put into the position of a judge in a hypothetical criminal case that is based on an actual court case. The facts of the case are presented with alternative possible outcomes, and the student is asked to "be the judge" and make a ruling as if he or she were the judge. Students can compare their own judgment to that of the judge or jury in the real-life case by consulting the actual dispositions in Appendix B at the end of the text.

- "A Voluntary Act?" (Chapter 4) presents the case of Emil, who was driving down a street in Buffalo, New York, when he had an epileptic seizure and lost control of his automobile, which struck and killed four schoolgirls. Students are asked to determine whether he committed a voluntary act and, therefore, is guilty of murder.
- "Should She Stay or Should She Go?" (Chapter 9) requires students to determine whether a suspect should go free on bail before her trial for a single count of child abuse with death or serious injury likely to occur. Reina, the suspect in question, did nothing while her boyfriend physically abused and eventually killed her two young children.

CJ and Technology: Advances in technology are constantly transforming the face of criminal justice. In these features, which appear in nearly every chapter, students learn of one such emergent technology and are asked to critically evaluate its effects.

- This feature in Chapter 1 explores biometrics, or the science of identifying a person through his or her unique physical characteristics, such as the face, eyes, or vein patterns of the hand.
- This feature in Chapter 13 deals with radio frequency identification (RFID), which can use radio waves to track the movements of all inmates and corrections officers in a prison.

International CJ: The world offers a dizzying array of different criminal customs and codes, many of which are in stark contrast to those accepted in the United

States. This feature provides dramatic and sometimes perplexing examples of foreign criminal justice practices in order to give students a better understanding of the domestic way.

- “The World’s Oldest Profession” (Chapter 3) presents this startling fact: in Belgium, on any given day, more people are legally paying for sex than are going to the movies. What does this say about the American tradition of criminalizing prostitution?
- “The Great Firewall of China” (Chapter 17) describes China’s efforts to limit and control the use of the Internet through criminal laws to an extent that is unimaginable to most Americans.

A Question of Ethics: Ethical dilemmas occur in every profession, but the challenges facing criminal justice professionals often have repercussions beyond their own lives and careers. In this feature, revised for the fifth edition, students are asked to place themselves in the shoes of police officers, prosecutors, defense attorneys, and other criminal justice actors facing ethical dilemmas: Will they do the right thing?

- In “The ‘Dirty Harry’ Problem” (Chapter 7), a police detective is trying to save the life of a young girl who has been buried alive with only enough oxygen to survive for a few hours. Is he justified in torturing the one person—the kidnapper—who knows where the girl is buried?
- In “Keeping a Secret” (Chapter 9), a client confesses to his defense attorney that he committed a crime for which another man has been convicted. The rules of attorney-client privilege hold that defense attorneys may not divulge such confidences. Should those rules always be followed?

Landmark Cases: Rulings by the United States Supreme Court have shaped every area of the criminal justice system. In this feature, students learn about and analyze the most influential of these cases.

- In Chapter 10’s *Batson v. Kentucky* (1986), the Supreme Court rejected the notion that attorneys could, under any circumstances, deny citizens a seat on a jury because of their race or ethnicity.
- In Chapter 15’s *In re Gault* (1967), the Supreme Court held that juveniles are entitled to many of the same due process rights granted to adult offenders—a decision that caused a seismic shift in America’s juvenile justice system.

Myth versus Reality: Nothing endures like a good myth. In this feature, we try to dispel some of the more enduring myths in the criminal justice system while at the same time asking students to think critically about their consequences.

- “Race Stereotyping and Crime” (Chapter 3) challenges the perceived wisdom that members of certain minority groups, particularly African Americans, are prone to violence and therefore more likely to be criminals than other racial or ethnic groups.
- “Are Too Many Criminals Found Not Guilty by Reason of Insanity?” (Chapter 4) dispels the notion that the criminal justice is “soft” because it lets scores of “crazy” defendants go free due to insanity.

Extensive Study Aids

Criminal Justice in Action, Fifth Edition, includes a number of pedagogical devices designed to complete the student’s active learning experience. These devices include:

- Concise **chapter outlines** at the beginning of each chapter. The outlines give students an idea of what to expect in the pages ahead, as well as a quick source of review when needed.
- Dozens of **key terms** and a **running glossary** focus students’ attention on major concepts and help them master the vocabulary of criminal justice.

The chosen terms are boldfaced in the text, allowing students to notice their importance without breaking the flow of reading. On the same page that a key term is highlighted, a margin note provides a succinct definition of the term. For further reference, a glossary at the end of the text provides a full list of all the key terms and their definitions. **More than one hundred new key terms were added for the fifth edition.**

- Each chapter has at least six **figures**, which include graphs, charts, and other forms of colorful art that reinforce a point made in the text.
- Hundreds of **photographs** add to the overall readability and design of the text. Each photo has a caption, and **most of these captions include a critical-thinking question** dealing with the topic at hand.
- At the end of each chapter, students will find up to ten **Questions for Critical Analysis**. These questions will help the student assess his or her understanding of the just-completed chapter, as well as develop critical-thinking skills.
- Our teaching/learning package offers numerous opportunities for using online technology in the classroom. In the margins of each chapter, students will find **links to various Web sites** that illuminate a particular subject in the corresponding text.
- Co-author Larry K. Gaines has contributed his **Stories from the Street** to each chapter. These audio features, accessible from the textbook's Web site, offer a short commentary from Professor Gaines, drawing on his many years of service and unparalleled knowledge of the criminal justice system.

Ancillary Materials

Wadsworth provides a number of supplements to help instructors use *Criminal Justice in Action*, Fifth Edition, in their courses and to aid students in preparing for exams. Supplements are available to qualified adopters. Please consult your local sales representative for details.

FOR THE INSTRUCTOR

- **Instructor's Resource Manual with Test Bank.** This fully updated resource includes teaching aids, a guide to assist you in making use of the supplement package available for this text, and test questions coded according to learning objectives.
- **ExamView® Computerized Testing.** This assessment and tutorial system allows you to create, deliver, and customize tests and study guides in minutes, using the test questions provided in the Instructor's Resource Manual.
- **JoinIn™.** Spark discussion and assess your students' comprehension of chapter concepts with interactive classroom quizzes and background polls developed specifically for use with this edition of *Criminal Justice in Action*.
- **PowerLecture CD.** This instructor resource includes Microsoft® PowerPoint® lecture slides, the JoinIn and ExamView testing software.
- **WebTutor™ ToolBox on Blackboard® and WebCT®.** Easy-to-use course-management tools for whichever course-management program you use combined with content from this text's rich companion Web site.
- **The Wadsworth Criminal Justice Video Library.** So many exciting videos in our library—so many great ways to enrich your lectures and spark discussion of the material in this text!
 - **ABC® Videos:** Short, high-interest clips from current news events specially developed for courses including Introduction to Criminal Justice, Criminology, Corrections, Terrorism, and White-Collar Crime.
 - **The Wadsworth Custom Videos for Criminal Justice:** Produced by Wadsworth and Films for the Humanities, these videos include short (five-to ten minute) segments that encourage classroom discussion.

- *Court TV Videos*: These one-hour videos present aspects of seminal and high-profile cases, as well as crucial and current issues such as cyber crime, double jeopardy, and the management of the prison on Riker's Island.
- *A&E American Justice*: Instructors can choose from forty videos on topics such as deadly force, women on death row, juvenile justice, strange defenses, and Alcatraz.
- *Films for the Humanities*: These include nearly 200 videos on a variety of topics such as elder abuse, supermax prisons, suicide and the police officer, the making of an FBI agent, domestic violence, and more.
- *Oral History Project*: Compiled over the last several years, each video features a set of Guest Lecturers—scholars whose thinking has helped to build the foundation of present ideas in the discipline.
- **Classroom Activities for Criminal Justice.** This valuable booklet contains both tried-and-true favorites and exciting new projects; activities are drawn from across the spectrum of criminal justice subjects and can be customized to fit any course.
- **Internet Activities for Criminal Justice.** This useful booklet helps familiarize students with Internet resources and allows instructors to integrate resources into their course materials.
- **The Wadsworth Criminal Justice Resource Center: academic.cengage.com/criminaljustice.** Designed with the instructor in mind, this Web site features information about Wadsworth's technology and teaching solutions, as well as several features created specifically for today's criminal justice student.

FOR THE STUDENT

- **TNOW™.** This unique, interactive online resource has the student take a chapter pre-test and then offers him or her a personalized study plan. Once the student has completed the personalized study plan, a posttest evaluates her or his improved comprehension of chapter content.
- **Study Guide.** The updated study guide features outlines and summaries, major terms, and worksheets and self-tests.
- **Audio Study Tools.** Our exclusive audio content, which can be downloaded to any MP3 player, includes practice quizzes as well as reviews of key terms.
- **Lecture Outlines: Notetaking in Action.** This supplement includes images of the PowerPoint slides for each text chapter with plenty of room for students' notes, so they can focus on your lecture rather than on copying slides during class.
- **Careers in Criminal Justice Web Site: academic.cengage.com/criminaljustice/careers.** This unique Web site gives students information on a wide variety of career paths, including requirements, salaries, training, contact information for key agencies, and employment outlooks. Several important tools help students investigate the criminal justice career choices that are right for them.
 - *Career Profiles*: Video testimonials from a variety of practicing professionals in the field as well as information on many criminal justice careers, including job descriptions, requirements, training, salary and benefits, and the application process.
 - *Interest Assessment*: Self-assessment tool to help students decide which careers suit their personalities and interests.
 - *Career Planner*: Résumé-writing tips and worksheets, interviewing techniques, and successful job search strategies.
 - *Links for Reference*: Direct links to federal, state, and local agencies where students can get contact information and learn more about current job opportunities.

- **Handbook of Selected Supreme Court Cases, Third Edition.** This supplementary handbook covers almost forty landmark cases, with a full case citation, an introduction, a summary from WestLaw, and excerpts and the decision for each case.
- **Current Perspectives: Readings from InfoTrac® College Edition.** These readers, designed to give students a deeper taste of special topics in criminal justice, include free access to InfoTrac College Edition. They include:
 - *Terrorism and Homeland Security*
 - *Cyber Crime*
 - *Juvenile Justice*
 - *Public Policy and Criminal Justice*
 - *Crisis Management and National Emergency Response*
 - *Racial Profiling*
 - *New Technologies and Criminal Justice*
 - *White-Collar Crime*
- **Terrorism: An Interdisciplinary Perspective.** Available for bundling, this eighty-page booklet discusses terrorism in general and the issues surrounding the events of September 11, 2001.
- **Crime Scenes 2.0: An Interactive Criminal Justice CD-ROM.** Recipient of several *New Media Magazine Invasion Awards*, this interactive CD-ROM allows your students to take on the roles of investigating officer, lawyer, parole officer, and judge in excitingly realistic scenarios.
- **Mind of a Killer CD-ROM (bundle version).** Voted one of the top 100 CD-ROMs by an annual *PC Magazine* survey, *Mind of a Killer* gives students a chilling glimpse into the realm of serial killers, with more than eighty minutes of video and 3D simulations, an extensive mapping system, a library, and much more.
- **Internet Guide for Criminal Justice, Second Edition.** Intended for the novice user, this guide provides students with a wealth of criminal justice Web sites and Internet project ideas.

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