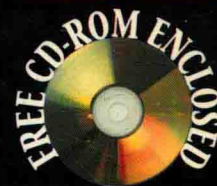


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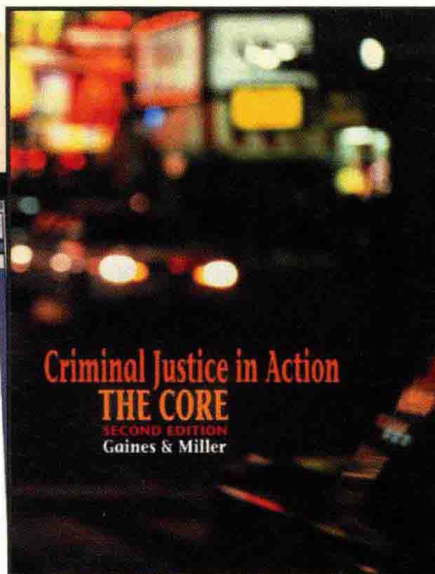
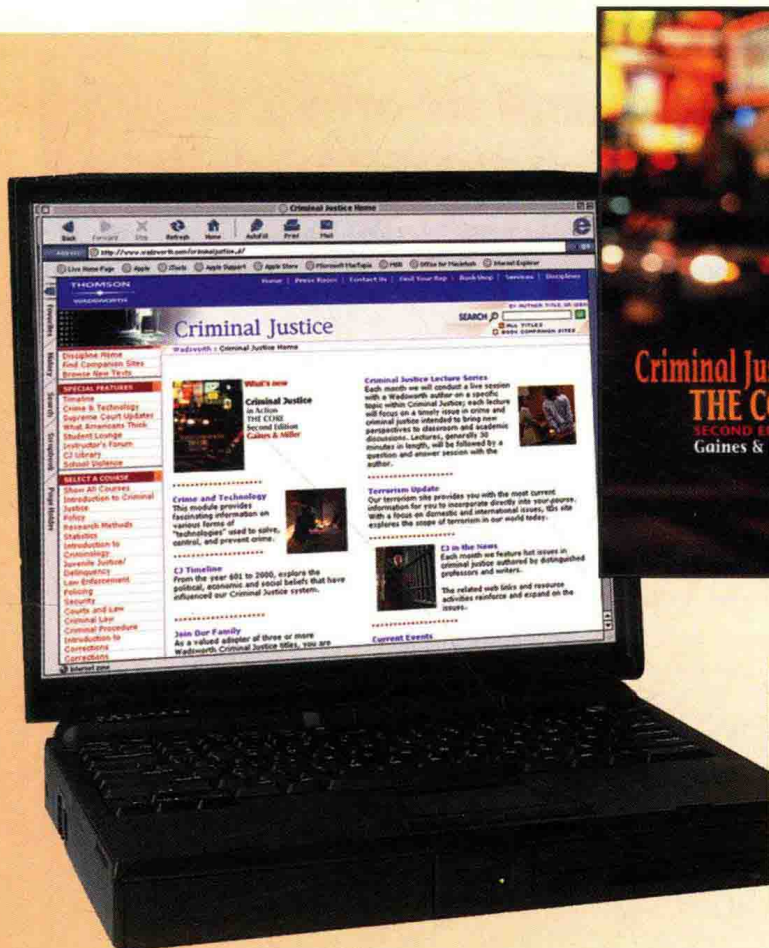
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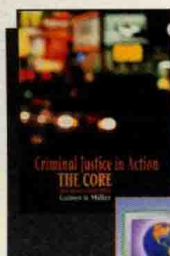
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An activity- and information-packed *Book Companion Web Site* that links students directly to author Larry Gaines, the InfoTrac® College Edition library, and the *Careers in Criminal Justice 2.0 Interactive* CD-ROM are all FREE with every new copy of this Second Edition. Icons and notes in the margins make it easy for students to go from the book to the CD-ROM and Web and back again. See pages 2 through 5 of this PREVIEW.

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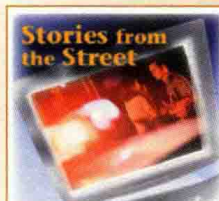
- Beginning on page 10 following this PREVIEW, you'll find the instructor's *Resource Integration Guide*—a unique, indispensable tool linking each chapter's outline—topic by topic—to instructional ideas and corresponding supplement resources.
- Also turn to pages 8-9 of this PREVIEW for a complete look at the finest selection of resources ever offered with a criminal justice text.

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NEW! "Stories from the Street" . . . author Larry Gaines talks to students!

These new insets at the beginning of each chapter guide students to the book's Web site where they hear best-selling author Larry Gaines tell insightful stories related to chapter material and his experiences in the field.



Go to the Stories from the Street feature at <http://www.cj.wadsworth.com/gainescor2e> to hear Larry Gaines tell insightful stories related to this chapter and his experiences in the field.

NEW! "You Be the Judge" boxes . . . students decide!

Interactive and engaging, each "You Be the Judge" presents a hypothetical legal situation based on a real case. After reading the material, the student is asked to be the "judge," that is, render a legal decision, and then refer to Appendix A to read the outcome of the actual case. Web addresses for the cases are also included in Appendix A so students can go online to investigate further!



THE FACTS

On a bright, sunny afternoon, Emil was driving on Delaware Avenue in Buffalo, New York. As he was making a turn, Emil suffered an epileptic seizure and lost control of his automobile. The car careened onto the sidewalk and struck a group of six schoolgirls, killing four of them. Emil knew that he was subject to epileptic attacks that rendered him likely to lose consciousness.

THE LAW

An "act" committed while one is unconscious is in reality not an act at all. It is merely a physical event or occurrence over which the defendant has no control; that is, such an act is involuntary. If the defendant, however, voluntarily causes the loss of consciousness by, for example, using drugs or alcohol, then he or she will usually be held criminally responsible for any consequences.

YOUR DECISION

Emil was charged in the deaths of the four girls. He asked the court to dismiss the charges, as he was unconscious at the time of the accident and therefore had not committed a voluntary act. In your opinion, is there an *actus reus* in this situation, or should the charges against Emil be dismissed?

[To see how an appellate court in New York ruled in this case, go to Example 3.1 in Appendix A.]

CJ in Focus

Landmark Cases: *Miranda v. Arizona*

Ernesto Miranda, a produce worker, was arrested in Phoenix, Arizona, in 1963 and charged with kidnapping and rape. After being identified by the victim in a lineup, Miranda was taken into an interrogation room and questioned for two hours by detectives. At no time was Miranda informed that he had a right to have an attorney present. When the police emerged from the session, they had a signed statement by Miranda confessing to the crimes. He was subsequently convicted and sentenced to twenty to thirty years in prison. After the conviction was confirmed by the Arizona Supreme Court, Miranda appealed to the United States Supreme Court, claiming that he had not been warned that any statement he made could be used against him, and that he had a right to counsel during the interrogation. The Miranda case was one of four examined by the Court that dealt with the question of coercive questioning.



Ernesto Miranda (AP/Wide World)

Miranda v. Arizona
United States Supreme Court
384 U.S. 436 (1966)
<http://laws.findlaw.com/US/384/436.html>

IN THE WORDS OF THE COURT . . .

Mr. Chief Justice WARREN, majority opinion

The cases before us raise questions which go to the roots of our concepts of American criminal jurisprudence: the restraints society must observe consistent with the Federal Constitution in prosecuting individuals for crime. More specifically, we deal with the admissibility of statements obtained from an individual who is subjected to custodial police interrogation and the necessity for procedures which assure that the individual is accorded his privilege under the Fifth Amendment to the Constitution not to be compelled to incriminate himself.

As for the procedural safeguards to be employed, unless other fully effective means are devised to inform accused persons of their right of silence and to assure a continuous opportunity to exercise it, the following measures are required. Prior to any questioning, the person must be warned that he has a right to remain silent, that any statement he does make may be used as evidence against him, and that he has a right to the presence of an attorney, either retained or appointed. The defendant may waive effectuation of these rights, provided the waiver is made voluntarily, knowingly and intelligently. * * * The mere fact that he may have answered some questions or volunteered some statements on his own does not deprive him of the right to refrain from answering any further inquiries until he has consulted with an attorney and thereafter consents to be questioned.

It is obvious that such an interrogation environment is created for no purpose other than to subjugate the individual to the will of his examiner. This atmosphere carries its own badge of intimidation. To be sure, this is not physical intimidation, but it is equally destructive of human dignity. The current practice of incommunicado interrogation is at odds with one of our Nation's most cherished principles—that the individual may not be compelled to incriminate himself. Unless adequate protective devices are employed to dispel the compulsion inherent in custodial surroundings, no statement obtained from the defendant can truly be the product of his free choice.

DECISION

The Court overturned Miranda's conviction, stating that police interrogations are, by their very nature, coercive and therefore deny suspects their constitutional right against self-incrimination by "forcing" them to confess. Consequently, any person who has been arrested and placed in custody must be informed of his or her right to be free from self-incrimination and to be represented by counsel during any interrogation. In other words, suspects must be told that they do not have to answer police questions. To accomplish this, the Court established the *Miranda* warning, which must be read prior to questioning of a suspect in custody.

FOR CRITICAL ANALYSIS

What is meant by the phrase "coercion can be mental as well as physical"? What role does the concept of "mental coercion" play in Chief Justice Warren's opinion?



For more information and activities related to this case, go to the Landmark Cases feature at <http://www.cj.wadsworth.com/gainescor2e>

"CJ in Focus" boxes . . . NEW topics added!

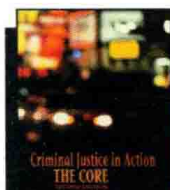
These engaging boxes focus students on landmark court cases, myth vs. reality, and ethics, as well as enduring issues that debate the need to protect society versus the rights of individuals. "CJ in Focus: Landmark Cases" include URLs that expose students to fascinating, additional material on the cases. New topics in this edition include: "A Question of Ethics—The Boom in White-Collar Crime," "The Balancing Act—A Question of Immigrants," and "Myth versus Reality—Race Stereotyping and Crime."

"On the Web" . . . links in the margins!

Located throughout the book, "On the Web" inserts in the margins direct students to relevant Web sites, giving them the opportunity to enrich their study of chapter-related topics.



The issue of guns and crime is widely debated on the Web. For the pro-gun control view, visit the *Coalition to Stop Gun Violence's* Web site. For the anti-gun control view, go to the *National Rifle Association's* Web site. Links to both sites can be found at <http://cj.wadsworth.com/gainescor2e>. Click on Hypercontents.



Students interact with the book, visit online material . . . and they learn!



GREAT DEBATES

Why privatize prisons? Proponents claim that private facilities can be run more cheaply and efficiently than public ones. Opponents assert that in trying to "cut corners" to save costs, administrators at private prisons deny inmates important guarantees of safety and general well-being. For more information on this debate, go to <http://cj.wadsworth.com/gainescore2e>.

NEW! "Great Debate" . . .

interactive experiences in critical thinking!

Each of these new insets found in the margins of text chapters describes a controversial, chapter-related issue, and then guides students to the accompanying "Great Debate" section on the book Web site, which presents arguments related to the issue, offers additional Web links concerning the issue that students can explore, and asks questions that require students to think critically and deeply about the issue.

"Criminal Justice and Technology" . . . the present and future of CJ!

Found throughout the book, these profiles discuss the latest technological innovations in policing, courts, and corrections. Where relevant, icons are included that refer students to the new "Crime and Technology" feature accessible at the Wadsworth Criminal Justice Resource Center. New topics in this edition include: "Surfing the Law," "Going Wireless," "The Glock on Steroids Approach," "The Electronic Head Count," "The Drug Buster," and many more.

Criminal Justice & TECHNOLOGY

Weathering the Storm in Alaska

Few states face the law enforcement challenges found in Alaska. Covering more than 586,000 square miles, the state is filled with mountains, glaciers, millions of lakes, and thousands of rivers. Alaska State Troopers, pictured here, and other law enforcement personnel must cope with blizzards, avalanches, and winter temperatures that average twenty degrees below zero. "Snow is a big problem," says one officer. "When everything is white, it's impossible to get your



Few states face the law enforcement challenges that are found in Alaska. One-fifth the size of the continental United States, Alaska is filled with mountains, glaciers, thousands of lakes and rivers, and has a coastline of more than 6,600 miles. The Alaska State Troopers, pictured here, must cope with blizzards, avalanches, subzero temperatures, and limited roads. Many isolated communities can be reached only by airplane or dog sled. Obviously, environment plays a large role in law enforcement on a state and local level. (Photo courtesy of the Alaska State Troopers)

bearings." Shutter releases on cameras often stop working in the cold, which can severely hamper efforts to photograph crime scenes. Police vehicles must be kept running to prevent oil and transmission fluid from freezing, often leaving the cruisers susceptible to theft. To make things worse, nearly 30 percent of Alaska's population lives in communities inaccessible by road or ferry, making it arduous not only to reach many locations, but also to transport suspects back to police stations.

To deal with these challenges, Alaska has the fewest law enforcement personnel of any state in the Union—around 1,200 sworn officers. As a result, many of the crime-fighting technologies that will be discussed in this textbook are crucial to police work in Alaska. Portable crime-processing kits are necessary to gather clues at remote crime scenes. Geographic information systems (GISs) allow officials to "map crime" and place resources where they are most needed. Satellite tracking and electronic monitoring permit correctional officials to supervise nonviolent criminals in their own communities, saving the cost and trouble of transporting them to, and housing them in, jails. Finally, using thermal imaging devices that measure heat, officers can "see" in the dark and through snowstorms. "If it's 38 below and a moose walks through town," notes the police chief of Wasilla, Alaska, "we can find the heat signature in the snow two hours later."

IN THE FUTURE

One of the greatest difficulties in policing large areas such as Alaska is communication. If various agencies are not able to transfer information to one another, the quality of law enforcement will inevitably suffer. Alaska is in the process of creating an Integrated Criminal Justice Information System that will connect police departments, courts, district attorneys' offices, probation departments, and social services agencies, allowing them to exchange data no matter how geographically isolated they may be.



For more information on the technology described in this box, go to the Crime and Technology feature at <http://www.cj.wadsworth.com>

Chapter-end activities encourage
topical exploration online.

LOGGING ON

Go to <http://cj.wadsworth.com/gainescore2e>, and click **Hypercontents**. There, you will find URLs for the organizations in the following list:

- If you want to find Web pages about police

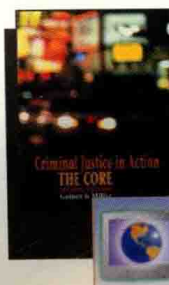
USING THE INTERNET FOR CRIMINAL JUSTICE



1. Access your InfoTrac account at: www.infotrac.college.com/wadsworth/. Once you are at the InfoTrac College Edition, type in the words "police forces." Read the article out of the Readers' Companion to American History. Now answer the following questions:

- When were police in Alaska?
- How did Alaska

2. See Internet Activities on the left margin of the book. To get to the activities, go to www.cj.wadsworth.com/gainescore2e, select the appropriate chapter from the drop down list, then click Internet Activities on the left navigation



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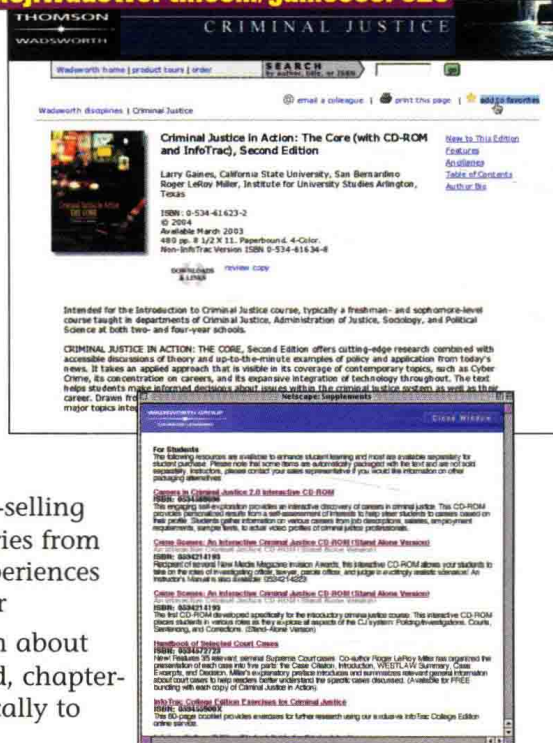
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- **Stories from the Street**—Best-selling author Larry Gaines tells stories from his own background and experiences as they relate to each chapter
- **Great Debate**—students learn about various sides of hotly debated, chapter-related issues and think critically to decide for themselves
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The Wadsworth Criminal Justice Resource Center:

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- **Many interactive features:** Crime and Technology, The Criminal Justice Timeline, What Americans Think (where students cast their votes), and CJ in the News
- **Hundreds of popular CJ links**, as well as links to state-specific sites and key Supreme Court decisions

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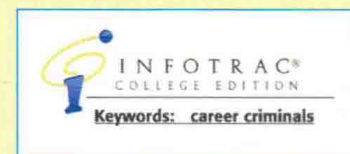
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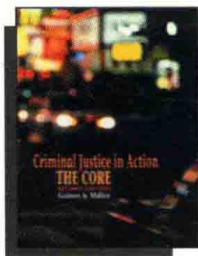


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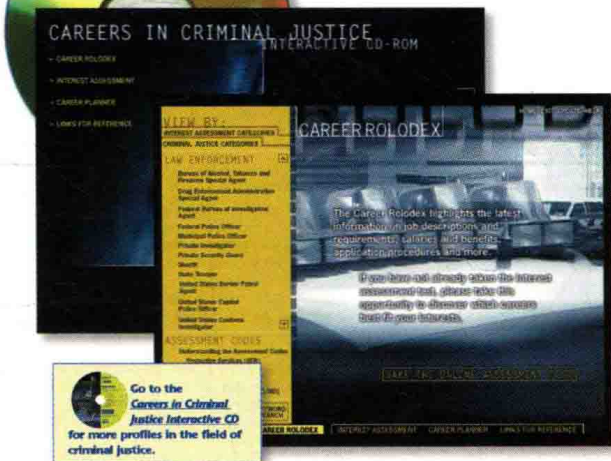
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- **Interest Assessment** gives students a direct link and FREE online access to the Holland Personalized Self-Assessment Test.
- **Career Planner** features helpful tips and worksheets on resume writing, interviewing techniques, and successful job search strategies.
- **Links for Reference** offers direct links to federal, state, and local agencies.

These reminders in the margins throughout the book and within the book's "Careers in Criminal Justice" boxes alert students to go to the CD-ROM.

"Careers in Criminal Justice" boxes throughout the book!

Very popular with students, these boxes offer inspiring, first-person accounts of life in criminal justice professions.



Careers in Criminal Justice

I did not always want to be a police officer. I wanted to be an astronaut. So I graduated with a B.S. in aeronautics and promptly went to work as an accountant for the city of New York. Loving the Broadway theater and my Italian/Ukrainian family, yet knowing there was something more, I emptied my bank account of its \$700, bought a bike rack, packed my '76 Datsun B-210 hatchback, and drove across the country to join my college roommate in San Francisco.

Lois Perillo,
Bicycle Community Policing Officer

six-foot wall, I talked my way into a specialized physical prep class designed for female firefighter candidates. To stay motivated, I enrolled in a pre-academy study class and I hunkered down for the wait.

In late June 1994, I received a letter from the San Francisco Police Department: my academy class was to begin in four weeks. By July, my hair was significantly shorter, and I was starching a gray rookie uniform weekly and polishing my brass and shoes daily. Those of us who could write easily were forced to do pushups, and those whose pushup style was one hand behind the back were compelled to write. After three months, my star was pinned to my navy blue wool uniform by the chief of police, and I was off to four years of midnights before falling into the daylight and community policing.

I began my career as the S.F.P.D.'s first bicycle officer by going undercover as a bike messenger.

to testify. I am charged to be a problem solver and to stem repeat calls to dispatch. For example, after catching graffiti vandals in the act, I contracted with the teens and their parents that they remove their markings in lieu of facing arrest. I managed a crime alert system that the merchants use to share information and hopefully avert criminal activity. I helped organize the community to encourage a judge to compel a once ever-present, panhandling heroin addict to choose drug treatment over jail time. And when Headquarters called me into action, I've switched into cop-and-robber mode to chase and catch bike thieves, shoplifters, burglars, and drug dealers on my bike.

I think of myself as an old-fashioned beat officer (with the plus of my bicycle) who was fortunate enough to fall into my life's work. And while off duty, I still keep a watchful eye on the space around me.

Criminal Justice in ACTION Terrorism and the Law

The law evolves. Generally, this process is slow and deliberate, influenced by numerous different factors and circumstances. In 2001, however, the outlook concerning our antiterrorism laws changed in an instant—to be precise, at 8:45 A.M. on the morning of September 11, when hijackers flew American Airlines Flight 11 into the north tower of the World Trade Center in New York City. Could the tragedy of September 11 have been prevented, many Americans wondered, if we had been better prepared; that is, if we had had better laws in place to prevent acts of terrorism? In this *Criminal Justice in Action* feature, we will see that changing laws is never a straightforward process, even when the need for such change seems evident.

CONGRESS ACTS

On September 16, 2001, U.S. Attorney General John Ashcroft met with congressional leaders, asking that law enforcement agencies be given more authority to follow and apprehend those suspected of terrorist activities. "We need to make sure that we provide maximum capacity against terrorists in the United States," Ashcroft said after the meeting.³²

Few members of Congress would dispute Ashcroft's statement. Just five days earlier, the United States had experienced one of the most traumatic events in its history. On September 11, nineteen terrorists had hijacked four commercial jetliners for use as "flying bombs." Two of the planes were deliberately crashed into the World Trade Center in New York City, destroying those cultural and financial landmarks. A third plane demolished a section of the Pentagon in Washington, D.C., while the fourth—apparently due to the heroic efforts of its passengers—went down in an uninhabited woodland area near Pittsburgh, Pennsylvania. The first death toll, which included hundreds

bill also allows law enforcement agents to detain terrorism suspects for up to seven days without filing charges against them, and makes it a crime to "harbor" terrorists.³⁴

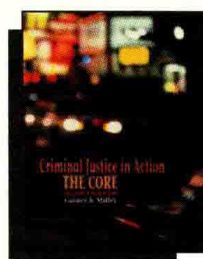
THE QUESTION OF CIVIL LIBERTIES

The Federal Bureau of Investigation (FBI) had been requesting similar changes for a number of years.³⁵ Many members of the law enforcement agency community feel that these measures, and others like them, are necessary to face the particular challenges presented by the crime of terrorism. Suicide terrorism, for example, is particularly suited to frustrate law enforcement efforts: the perpetrators do not need to plan an escape route; they do not need to be "rescued" by comrades; and there is no risk of being captured and questioned by law enforcement agents.³⁶ Furthermore, notes Professor Ronald Steel of the University of Southern California, lawmakers may have been influenced by a sense that the old methods were not working.³⁷ Following the bombing of the World Trade Center in 1993, those responsible were captured, tried, and sentenced under the rules of the criminal justice system that form the basis of this textbook. Given the strong evidence that the same network of fundamentalist Islamic terrorists was connected to both the 1993 bombing and the 2001 attacks, it seemed that a new approach was needed.

Support for the stronger measures is not, however, universal. Many observers fear that one of the casualties of the "war against terrorism" will be long-cherished civil liberties.³⁸ Civil liberties can be loosely defined as those rights guaranteed to American citizens by the Bill of Rights, and they include freedom of speech, freedom of religion, freedom of assembly, and freedom to a certain amount of privacy. The day following the attacks in New York City and Washington, D.C., Republican Senator Trent Lott of Mississippi said, "When you are at war, civil liberties are

"Criminal Justice in Action" . . . Major issues and controversies of real-world importance

Located at the end of every chapter, these two-to-three-page sections offer detailed discussions of current issues. The "Criminal Justice in Action" shown here offers a fascinating account of terrorism and the law, including consideration of the civil rights of Muslim Americans. Other topics include hate crimes, the bully problem, the link between guns and crime, the police and domestic violence, and more. Newly added to every "Criminal Justice in Action" section, critical thinking questions and InfoTrac College Edition keywords help students enrich their understanding of these issues with online research.



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- The case of serial killer Robert Yates, Jr. as it relates to causation and causality
- The 2001 Supreme Court case regarding the "soccer mom" and police discretion in decisions about minor offenses (*Atwater v. City of Largo Vista*)
- Thomas J. Blanton, Jr.'s 2001 trial for the 1963 church bombing/murder in Birmingham, Alabama
- A new look at the question of punishment for drunk driving
- Recent riots at Pelican Bay prison
- Florida's tough juvenile offender laws and the 2001 life sentences of two 14-year-olds
- Law enforcement agents and Elian Gonzalez
- Police response time and the Columbine tragedy

Plus a completely new Chapter 15: "Cyber Crime"

After discussions of cyber crime against persons and property, the business world, and the community, this up-to-date chapter looks at fighting cyber crime and terrorism, crime control, and civil liberties on the Internet.

Excellent, current, well informed, and interesting. Not too detailed, as are some in this field, nor is it too complicated for students to understand. One of the strongest books in the field.

Karen Terry, John Jay College

INTRODUCTION

An American in Afghanistan: Testing the System

John Walker Lindh was going to be brought before a court; there was never any question on that score. After all, the twenty-year-old Lindh, a United States citizen from Marin County, California, had admittedly joined Al Qaeda, the organization held responsible for the terrorist attacks on New York and Washington, D.C., on September 11, 2001, in which more than three thousand persons were killed. Furthermore, he had been captured as part of an Al Qaeda contingent that fought American troops in Afghanistan. The only unanswered questions concerned what charges the U.S. government would bring against him, and what his ultimate punishment would be.

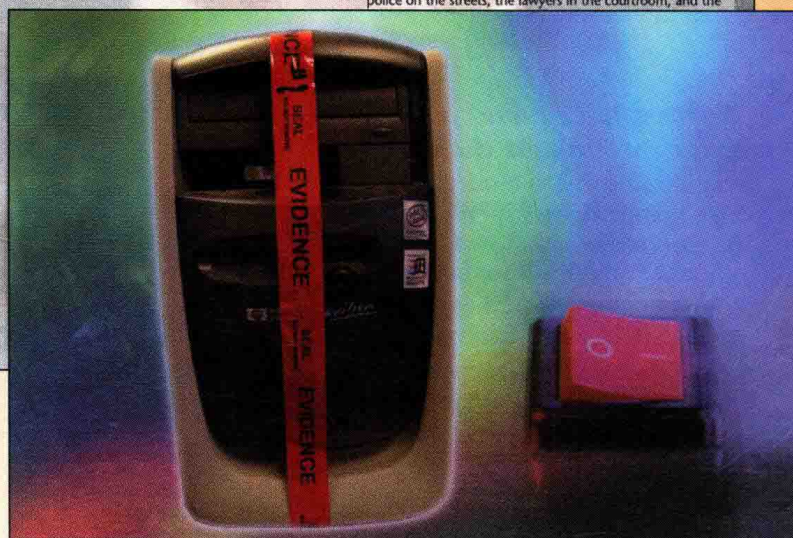
The answer to the first question came on January 15, 2002, when Walker was charged with committing ten crimes, some of which—conspiracy to murder American citizens and provide material support and resources to a terrorist organization—carry a maximum penalty of life in prison.¹ Federal prosecutors were confident of the case against Walker, for he had admitted to training with Al Qaeda forces and bearing arms against American soldiers.

On July 15, 2002, however, the U.S. government and Lindh's lawyers agreed to a plea bargain under which he was to spend only twenty years in prison.² Plea bargains, which will be covered in Chapter 9, essentially allow a

defendant to plead guilty in exchange for a lesser sentence. Why, many wondered, had the government agreed to this relatively modest penalty in light of the seriousness of the charges and the seemingly large amount of evidence against the defendant?

The problem, it appears, was the way in which this evidence was gathered. The case against Lindh was based almost entirely on statements he gave to Federal Bureau of Investigation (FBI) agents at Camp Rhino, a U.S. Marine base in Afghanistan.³ As you will learn in Chapter 6, the U.S. Constitution requires that certain conditions exist for a defendant's testimony against himself or herself to be valid. The circumstances at Camp Rhino may have failed to meet these constitutional standards. For example, during interrogations, Lindh had reportedly been stripped naked, blindfolded, and strapped to a chair with heavy tape.⁴

Did our criminal justice system function properly in this instance? That is, did it reach a result that was fair to the victims of terrorism and fair to Lindh, as well as help protect Americans from further terrorist or criminal acts? In the chapters that follow, we will examine how the American criminal justice system works, as well as investigate some areas where it does not function as well as it should. We will also take a close look at the jobs of hundreds of thousands of Americans who work in the system—including the police on the streets, the lawyers in the courtroom, and the



CHAPTER 15 CYBER CRIME

CHAPTER OUTLINE

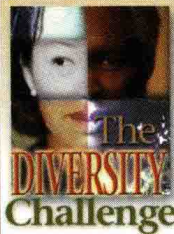
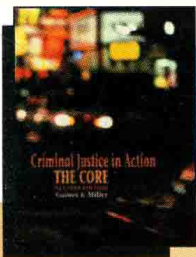
- Crime and the Internet
- Cyber Crimes against Persons and Property
- Cyber Crimes in the Business World
- Cyber Crimes against the Community
- Fighting Cyber Crime
- Fighting Cyber Terrorism
- Criminal Justice in Action—Child Pornography and the Internet

Chapter Objectives

After reading this chapter, you should be able to:

- 1 Distinguish a cyber crime from a "traditional" crime.
- 2 Indicate how the Internet has contributed to increased instances of identity theft.
- 3 Explain the activities and purposes of most hackers.
- 4 Outline the three major reasons that the Internet is conducive to juvenile cyber crime.
- 5 Explain how the Internet has contributed to piracy of intellectual property.
- 6 Describe the challenges to enforcing online gambling laws.
- 7 Indicate which federal law enforcement agencies are primarily responsible for preventing and investigating cyber crimes.
- 8 List two areas in which crime control and civil liberties have conflicted on the Internet.

Many ways to encourage comparison, analysis, and critical thinking



Disparity or Discrimination?

The statistics seem clear—and outrageous. African Americans make up 12.9 percent of the country's population, but they account for 27.9 percent of its arrests. In Massachusetts, blacks and Hispanics are imprisoned for drug offenses at rates that are, respectively 39 and 81 times higher than for whites. The question for many criminal justice experts is whether these figures represent discrimination or disparity. Discrimination reflects illegitimate influences (such as race) that affect the decision-making process of judges, prosecutors, police officers, and other authority figures in the criminal justice system. Disparity, in contrast, refers to inconsistencies that result from legitimate factors.

parity have emerged. While there are certainly many crime experts who make strong arguments that the system is biased (and we shall hear from them throughout this text-book), a number of observers believe that evidence of racial discrimination often in fact reveals a pattern of disparity. For example, social indicators other than overt racism may explain higher arrest rates of minorities. When compared with whites, minorities have higher instances of living conditions that can be correlated with crime. Research done in Massachusetts shows that a person of any race living in a neighborhood designated as an "extreme poverty" area is nineteen times more likely to be arrested for a drug offense than someone who lives in a nonpoverty area. Racism and other forms of discrimination may very well have created the living conditions that place minorities at a greater risk of being arrested. But many observers believe that the criminal justice system is merely reacting to these conditions and is not responsible for them.

FOR CRITICAL ANALYSIS

"The Diversity Challenge" . . . a new boxed feature!

Is the criminal justice system racist? What is the "battered woman defense"? What are the benefits of increasing the diversity of judges? "The Diversity Challenge" boxes, completely new to this Second Edition, explore these and many other diversity-related topics. This edition also adds content on race, gender, and ethnicity throughout the text.

Cross-National CJ COMPARISON

The British Right to Remain Silent

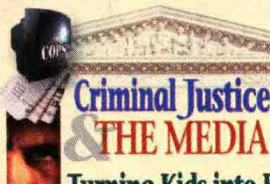
Under current court interpretations of the Fifth Amendment and because of the *Miranda* ruling, when police officers question a suspect, the suspect can remain silent. No adverse inference may be drawn from the suspect's refusal to speak to police or to testify at trial. Thus, under current law, a defendant's refusal to take the stand could be interpreted negatively by everyone in the country—except by the twelve jurors.

case to be a witness against himself"). Since a 1994 act of Parliament, however, at trial an adverse inference may be drawn from the defendant's refusal to speak when questioned by the police. In Britain, at each arrest, the arresting officer tells the suspect that he or she need not say anything, but "it may harm your defense if you do not mention when questioned something which you later rely on in court." In plain words, silence may be used as evidence of guilt in Britain.

FOR CRITICAL ANALYSIS
Should juries be made aware that a defendant has refused to answer a relevant question? What impact would allowing silence to be used as evidence have on

"Cross-National CJ Comparisons" . . . throughout the book!

Another way to enrich students' understanding, "Cross-National CJ Comparison" boxes present information about how our criminal justice system compares with those of other countries.



Turning Kids into Killers?

In the weeks following the shooting deaths of fourteen students and one teacher at Columbine High School in Littleton, Colorado, a great deal of attention was focused on the video game Doom. A favorite of the killers, Eric Harris and Dylan Klebold, Doom is a "shooter" game that allows players to choose from an array of weaponry to take out their targets. CBS's *60 Minutes* broadcast a segment entitled, "Are Video Games Turning Kids into Killers?" Several bills attempting to ban the sale of violent video games to minors were introduced on the floor of Congress. One psychologist called the video game a "mass-murder simulator" and blamed Doom for providing the stepping-stone between being "a normal kid" and "massacring kids."

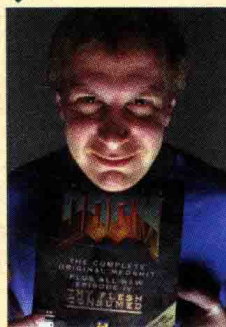
Professor John Murray, a child psychologist at Kansas State University who has been studying the effects of television violence on children for three decades, does not write

tration or anger.

Murray holds that repeated exposure to violence changes the values of the children, making them more likely to "act out aggressively."

Such theories are not universally accepted. Many observers point out that millions of children play violent video games and watch violent films without becoming violent themselves. Harris and Klebold did what they did not because they watched *Natural Born Killers*, or played Doom, or were "outsiders" who wore black trenchcoats, these observers maintain, but because they were psychotic. For his part, pop star Marilyn Manson, who did not escape criticism for his violent

Jay Wilbur poses with Doom, the video game he helped create. (AP Photo/Tim Sharp)



"Criminal Justice and the Media" . . . throughout the book!

These boxed essays analyze the representation of crime and justice in the media. New topics in this edition: "To See Or Not To See" (Should the execution of Timothy McVeigh have been televised?) and "Prison Chic" (the influence of prison culture on popular culture).

FOR CRITICAL ANALYSIS

According to Figure 2.8, although African Americans are arrested at less than half the rate of whites, they comprise almost 30 percent more of the prison population. How might this statistical anomaly be explained?

"For Critical Analysis"

These sections found at the end of most of this book's boxed features ask probing questions about the topic at hand to give students a chance to practice and improve their critical analysis skills. "Questions for Critical Analysis," "Key Terms," and a detailed "Chapter Summary" at the end of every chapter help students retain important concepts.

"Mastering Concepts"

Instead of waiting until the end of a chapter to review what they've learned, students can review at strategic points within each chapter with these carefully placed boxes.

MASTERING CONCEPTS

The Causes of Crime

Choice Theories

Crime is the result of rational choices made by those who want to engage in criminal activity for the rewards it offers. The rewards may be financial or they may be psychological—criminals enjoy the "rush" that comes with committing a crime. According to choice theorists, the proper response to crime is harsh penalties, which force potential criminals to weigh the benefits of wrongdoing against the costs of punishment if they are apprehended.

Trait Theories

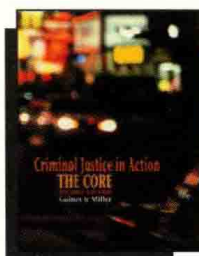
Criminal behavior is explained by biological and psychological attributes of the individual. Those who support biological theories of crime believe that the secret to crime is locked in the human body: in genes, brain disorders, reaction to improper diet or allergies, and so on. Psychological attempts to explain crime are based on the study of personality and intelligence and the development of a person's behavioral patterns during infancy.

the dominant culture and create a cycle of crime that claims the youth who grow up in the area and go on to be career criminals.

Social Process Theories

The major influence on any individual is not society in general, but the interactions that dominate everyday life. Therefore, individuals are drawn to crime not by general factors such as "society" or "community," but by family, friends, and peer groups. Crime is "learned behavior"; the "teacher" is usually a family member or friend. Everybody has the potential to become a criminal. Those who form positive social relationships instead of destructive ones have a better chance of avoiding criminal activity. Furthermore, if a person is labeled "juvenile" or "criminal" by the authority figures or organizations in his or her life, there is a better chance he or she will create a personality and actions to fit that label.

Social Conflict Theories

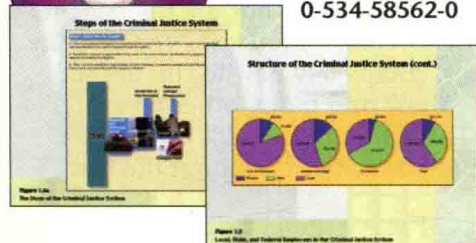


Presentation and video tools for your best lectures ever



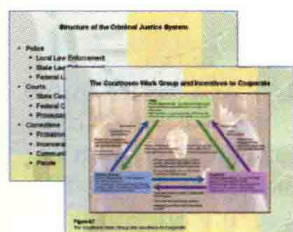
Multimedia Manager for Criminal Justice 2004: A Microsoft® PowerPoint® Link Tool

0-534-58562-0



With this one-stop digital library and presentation tool, you can assemble, edit, and present custom lectures with ease.

Multimedia Manager contains a selection of digital media from this book and other Wadsworth criminal justice textbooks, including figures and tables. Also included are **CNN® Today** video clips and pre-assembled **Microsoft® PowerPoint®** lecture slides. You can use the material as is or add your own material for a truly customized lecture presentation in the classroom or online for student reference and distance learning.



Introduction to Criminal Justice 2003 Transparency Acetates

0-534-57341-X

Full-color transparencies to enhance your discussion of concepts and research findings.



The Wadsworth Criminal Justice Video Library

So many exciting, new videos . . . so many great ways to enrich your lectures and spark discussion of the material in this text! The library includes these selections and many others:

- **Court TV Videos** . . . one-hour videos presenting seminal and high-profile court cases
- **Plus** videos from the *A&E American Justice Series*, *Films for the Humanities*, and the *National Institute of Justice Crime File Videos*

Customized Criminal Justice Videos

Vol. I: 0-534-52538-5
Vol. II: 0-534-57335-5

Produced by Wadsworth and *Films for the Humanities*, these videos include short 5- to 10-minute segments that encourage classroom discussion. Topics include: white collar crime, domestic violence, forensics, the court process, prison society, and juvenile justice.



CJ in Action: The Core CNN® DVD

0-534-61532-5

Correlated specifically to the 15 chapters in Gaines and Miller's Core text, this DVD helps you to bring the up-to-the-minute programming power of CNN right into your classroom. We include instructions on how to run the DVD with creative teaching tips on incorporating it into your lectures, background stories on the clips, and discussion questions (with answers) that tie the DVD to related chapter topics and encourage student participation in class discussions. In no time at all, you'll be seamlessly incorporating this technology into your course and delivering lectures with even greater impact.



CNN® Today: Introduction to Criminal Justice Video Series

Vol. I: 0-534-55951-4. Vol. II: 0-534-56819-X.
Vol. III: 0-534-56829-7. Vol. IV: 0-534-56830-0.
Vol. V: 0-534-56833-5. **NEW** Vol. VI: 0-534-57354-1.

These videos feature short, high-interest clips from current news. They're perfect for launching your lectures. A current new volume is available to adopters each year. Ask your Thomson/Wadsworth representative about our video policy by adoption size.



America's New War: CNN® Looks at Terrorism

0-534-16805-1

This great discussion starter includes 16 two- to five-minute segments featuring CNN news footage, commentator remarks, and speeches dealing with terrorist attacks on U.S. targets throughout the world. Ask your Thomson/Wadsworth representative about our video policy by adoption size.

NEW! Moments in Time: The Oral History of Criminology and Criminal Justice

0-534-61703-4

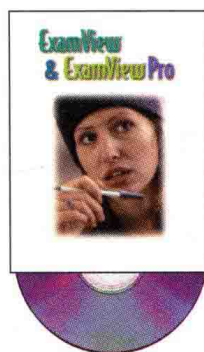
This just-released volume in the **Oral History Project Video Series** features a compendium of video clips of significant people in the fields of criminology, criminal justice, and sociology—discussing their early works, studies, investigations, and perspectives on the future of criminal justice. Freda Adler, Don Gottfredson, David Farrington, and dozens of others are included.

Essential resources to lighten your teaching load

Instructor's Edition featuring the Resource Integration Guide!

At the center of the book's linked system of instructor resources, this information-packed Instructor's Edition helps you effectively utilize all the resources available with the text. Beginning on the next page, you'll find a key teaching tool, the **Resource Integration**

Guide. The guide provides grids that link each chapter's outline—topic by topic—to instructional ideas and corresponding supplement resources. At a glance, you'll see which specific **PowerPoint®** slides, videos, test questions, and lecture suggestions are appropriate for each key chapter topic.

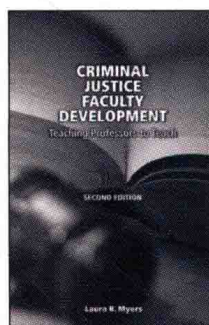


ExamView® computerized testing with online capabilities!

Windows/Macintosh: 0-534-61628-3

Helps you create and customize tests in minutes! You can easily edit and import your own questions and graphics, edit and maneuver existing questions, and change test layouts. Tests appear on screen just as they will when printed. **ExamView**

offers flexible delivery and the ability to test and grade online.



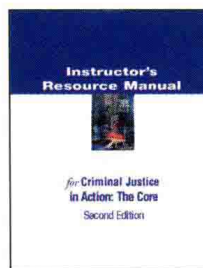
Criminal Justice Faculty Development: Teaching Professors to Teach, Second Edition

by Laura B. Myers,
Sam Houston State University

0-534-57264-2

This helpful 64-page guide includes suggested teaching tips and lecture outlines for the introduction to

criminal justice course. The author proposes a teaching model, which can be used to develop a teaching course in criminal justice graduate curricula, to assist graduate students who do not have the benefit of such courses, and to help veteran faculty members improve their teaching skills.



Instructor's Resource Manual including an updated Test Bank!

0-534-61627-5

This revised and updated **Instructor's Resource Manual** includes the following for every text chapter: learning objectives, key terms and concepts, chapter

outlines, key points, discussion topics/student activities, and media. The completely updated **Test Bank** features the following for each text chapter: 35 multiple-choice, 25 true/false, 20 fill-in-the-blank, and five essay questions.

For students . . .
many additional tools to bring the criminal justice experience alive!

Instructors: Many resources for students are available for convenient packaging with this book. Please refer to the "Student Textbook Ordering Options" box on the back cover for a list of available items and package order numbers.

Chapter 1 Criminal Justice Today

Chapter Outline

Chapter Resources

Below is an abbreviated outline of key chapter topics referenced in this guide.

What is Crime?

- *The Consensus Model*
- *The Conflict Model*
- *An Integrated Definition of Crime*
- *Types of Crime*

The Criminal Justice System

- *The Purpose of the Criminal Justice System*
- *The Structure of the Criminal Justice System*
- *The Criminal Justice Process*

Values of the Criminal Justice System

- *Crime Control and Due Process: To Punish or Protect?*
- *Which Model Prevails Today?*

Criminal Justice in Action: Terrorism and the Law

Ideas for Instruction

See the **Instructor's Resource Manual** for further detail on the Student Activities referenced below.

See **Introduction to Criminal Justice 2003 Transparency Acetates** for acetates referenced below.

Student Activity 1

CNN® Today Video

Criminology, Vol. 4, program 11, North Valley JCC



CNN® Today Video

Criminology, Vol. 4, program 14, Cyber Terrorism



Student Activity 2

Acetate 1

Student Activity 3

Student Activity 4

FFH® Video

The Price of Surprise: Days One Through Six



FFH® Video

Regaining Control: Days Seven and Eight



Print Resources

Test Bank Questions

See questions referenced in the **Instructor's Resource Manual**.

Also available in **ExamView®** electronic format which can be customized to fit your needs.

Study Guide

Chapter 1

Multiple-Choice 1–14

True/False 1–13

Fill-in-Blank 2–11

Essay 1

Multiple-Choice 15–30

True/False 14–20, 24

Fill-in-Blank 12–20

Essay 2–3

Multiple-Choice 31–40

True/False 21–23

Fill-in-Blank (none)

Essay 4

Multiple-Choice 41–45

True/False 25

Fill-in-Blank 1

Essay 5

Media & Internet Resources

Web Site

Online Chapter 1 and Web links at <http://www.cj.wadsworth.com/gainescor2e>



WebTutor™ Chapter 1



Online course management system for WebCT and Blackboard

Multimedia Manager for

Criminal Justice 2004: A

Microsoft® PowerPoint® Link Tool

Lecture media tool with images



Introduction to CJ 2003:

A Microsoft® PowerPoint®

Presentation Tool

1.16, 1.17, 3.3, 3.7



InfoTrac® College Edition

Keywords: organized crime, computer crime, cyber crime



Crime Scenes CD-ROM

Inside Job



Introduction to CJ 2003:

A Microsoft® PowerPoint®

Presentation Tool

1.16–1.17



Introduction to CJ 2003:

A Microsoft® PowerPoint®

Presentation Tool

1.19–1.20, 1.23–1.25



InfoTrac® College Edition

"Legitimizing Criminal Justice"



InfoTrac® College Edition

Keywords: terrorism, World Trade Center bombing, Oklahoma City bombing, USS Cole, Patriot Act



Chapter 2 Measuring and Explaining Crime

Chapter Outline	Ideas for Instruction	Print Resources	Media & Internet Resources
Chapter Resources Below is an abbreviated outline of key chapter topics referenced in this guide.	See the Instructor's Resource Manual for further detail on the Student Activities referenced below. See Introduction to Criminal Justice 2003 Transparency Acetates for acetates referenced below.	Test Bank Questions See questions referenced in the Instructor's Resource Manual . Also available in ExamView® electronic format which can be customized to fit your needs. Study Guide Chapter 2	Web Site  Online Chapter 2 and Web links at http://www.cj.wadsworth.com/gainesscore2e WebTutor™ Chapter 2  Online course management system for WebCT and Blackboard Multimedia Manager for Criminal Justice 2004: A Microsoft® PowerPoint® Link Tool  Lecture media tool with images
The Uniform Crime Report <ul style="list-style-type: none"> ■ <i>The Crime Index</i> ■ <i>Part II Offenses</i> ■ <i>The UCR: A Flawed Method?</i> ■ <i>The National Incident-Based Reporting System</i> 	Student Activity 1 Acetates 4–5 CNN® Today Video <i>Introduction to Criminal Justice</i> , Vol. 2, program 2, Murder Rates Decline 	Multiple-Choice 1–9 True/False 1–5 Fill-in-Blank 1–3 Essay 1	Introduction to CJ 2003: A Microsoft® PowerPoint® Presentation Tool 3.10–3.12, 3.16–3.17, 3.28  InfoTrac® College Edition <i>Keywords:</i> crime index, Uniform Crime Report, National Incident-Based Reporting System 
Alternative Measuring Methods <ul style="list-style-type: none"> ■ <i>Victim Surveys</i> ■ <i>Self-Reported Surveys</i> 	Student Activities 2 & 3	Multiple-Choice 10–13 True/False 6–11 Fill-in-Blank 4–6 Essay 2	Introduction to CJ 2003: A Microsoft® PowerPoint® Presentation Tool 3.18–3.21, 3.27  InfoTrac® College Edition <i>Keywords:</i> National Crime Victimization Survey, Self-Report Surveys 
Crime Trends and Patterns <ul style="list-style-type: none"> ■ <i>Place and Crime</i> ■ <i>Class and Crime</i> ■ <i>Race and Crime</i> ■ <i>Age and Crime</i> ■ <i>Guns and Crime</i> ■ <i>Drugs and Alcohol and Crime</i> ■ <i>Gender and Crime</i> ■ <i>Career Criminals</i> 	Student Activity 4 Acetates 7–9	Multiple-Choice 14–18 True/False 12–15 Fill-in-Blank 7–10 Essay 3	InfoTrac® College Edition <i>“The Kid No One Noticed”</i>  <i>Keywords:</i> crime and race, crime and age, drugs and alcohol and crime, gender and crime, career criminals
Exploring the Causes of Crime <ul style="list-style-type: none"> ■ <i>Choice Theories</i> ■ <i>Trait Theories</i> ■ <i>Sociological Theories</i> ■ <i>Social Process Theories</i> ■ <i>Social Conflict Theories</i> 	Acetate 10 CNN® Today Video <i>Criminology</i> , Vol. 4, program 5, Taking Back Control  CNN® Today Video <i>Criminology</i> , Vol. 3, program 7, Dangling Death 	Multiple-Choice 19–35 True/False 16–22 Fill-in-Blank 11–17 Essay 4	Introduction to CJ 2003: A Microsoft® PowerPoint® Presentation Tool 3.30–3.43  InfoTrac® College Edition <i>“Of Time and Space: The Contemporary Relevance of the Chicago School,” “Local Social Ties”</i>  <i>Keywords:</i> social disorganization theory, social control theory, labeling theory
Criminal Justice in Action: The Link between Crime and Guns	Student Activity 5 FFH® Video <i>Shot by a Kid</i> 	Multiple-Choice 35–45 True/False 23–25 Fill-in-Blank 18–20 Essay 5	InfoTrac® College Edition <i>Keywords:</i> guns and crime, Brady Handgun Violence Prevention Act 

Chapter 3 Criminal Law

Chapter Outline

Chapter Resources

Below is an abbreviated outline of key chapter topics referenced in this guide.

Written Sources of American Criminal Law

- *Constitutional Law*
- *Statutory Law*
- *Administrative Law*
- *Case Law*

The Purpose of Criminal Law

- *Protect and Punish: The Legal Function of the Law*
- *Maintain and Teach: The Social Function of the Law*

Classification of Crimes

- *Civil Law and Criminal Law*
- *Felonies and Misdemeanors*
- *Mala In Se and Mala Prohibita*

Elements of a Crime

- *Criminal Act: Actus Reus*
- *Mental State: Mens Rea*
- *Concurrence*
- *Causation*
- *Attendant Circumstances*
- *Harm*

The Legal Definition of Crime

Criminal Responsibility and the Law

- *Insanity*
- *Intoxication*
- *Mistake*

Justification Criminal Defenses and the Law

- *Duress*
- *Justifiable Use of Force—Self-Defense*
- *Necessity*
- *Entrapment*

Procedural Safeguards

- *The Bill of Rights*
- *Due Process*

Criminal Justice in Action—Punishing Hate

Ideas for Instruction

See the Instructor's Resource Manual

for further detail on the Student Activities referenced below.

See Introduction to Criminal Justice 2003 Transparency

Acetates for acetates referenced below.

Student Activity 1

Student Activity 2

Acetate 12

Court TV® Video

Cabey v. Goetz



Acetate 11

CNN® Today Video

Criminology, Vol. 3, program 6, Weston Sanity Defense



Acetate 13

CNN® Today Video

Criminology, Vol. 6, program 2, The Insanity Defense



Student Activity 3

Acetate 14

FFH® Video *Hate on Trial*



Print Resources

Test Bank Questions

See questions referenced in the **Instructor's Resource Manual**.

Also available in **ExamView®** electronic format which can be customized to fit your needs.

Study Guide

Chapter 3

Multiple-Choice 1–4

True/False 1–4

Fill-in-Blank 1–3

Essay 1

Multiple-Choice 5–6

True/False 5

Multiple-Choice 7–11

True/False 6–11

Fill-in-Blank 4–6

Essay 2

Multiple-Choice 18–26

True/False 12–14

Fill-in-Blank 7–9

Essay 3

Multiple-Choice 27

True/False 15

Fill-in-Blank 10

Multiple-Choice 28–38

True/False 16–17

Fill-in-Blank 11–14

Essay 4

Multiple-Choice 39–42

True/False 18

Fill-in-Blank 15–17

Essay 5

Multiple-Choice 43

True/False 19

Fill-in-Blank 18–19

Multiple-Choice 44–45

True/False 20–25

Fill-in-Blank 20, Essay 6

Media & Internet Resources

Web Site

Online Chapter 3 and Web links at <http://www.cj.wadsworth.com/gainescore2e>



WebTutor™ Chapter 3



Online course management system for WebCT and Blackboard

Multimedia Manager for Criminal Justice 2004: A Microsoft® PowerPoint® Link Tool



Lecture media tool with images

Introduction to CJ 2003: A Microsoft® PowerPoint® Presentation Tool 3.1, 3.6–3.7



InfoTrac® College Edition

"Common Knowledge of the Law"

Keyword: Diane Whipple



Introduction to CJ 2003: A Microsoft® PowerPoint® Presentation Tool 3.8



Introduction to CJ 2003: A Microsoft® PowerPoint® Presentation Tool 3.9–3.11



InfoTrac® College Edition

Keywords: civil law, criminal law



Introduction to CJ 2003: A Microsoft® PowerPoint® Presentation Tool 3.12–3.18



Introduction to CJ 2003: A Microsoft® PowerPoint® Presentation Tool 3.19–3.24



InfoTrac® College Edition

"What Does It Take to Be Crazy?"



Introduction to CJ 2003: A Microsoft® PowerPoint® Presentation Tool 3.25–3.26



InfoTrac® College Edition

Keyword: battered woman syndrome



Introduction to CJ 2003: A Microsoft® PowerPoint® Presentation Tool 3.27–3.34



InfoTrac® College Edition

"Special Insecurity, Need to Give Equal Rights"



Chapter 4 Police: Agents of Law and Order

Chapter Outline

Chapter Resources

Below is an abbreviated outline of key chapter topics referenced in this guide.

A History of the American Police

- *English Roots*
- *The Early American Police Experience*
- *The Modernization of the American Police*
- *Returning to the Community*

Law Enforcement Agencies

- *Municipal Law Enforcement Agencies*
- *Sheriffs and County Law Enforcement*
- *State Police and Highway Patrols*
- *Federal Law Enforcement Agencies*
- *Private Security*

The Responsibilities Of the Police

- *Enforcing Laws*
- *Providing Services*
- *Preventing Crime*
- *Preserving the Peace*

Criminal Justice in Action— The Police and Domestic Violence

Ideas for Instruction

See the **Instructor's Resource Manual** for further detail on the Student Activities referenced below.

See **Introduction to Criminal Justice 2003 Transparency Acetates** for acetates referenced below.

Student Activity 1

Acetate 15

Student Activity 2

Acetate 17

CNN® Today Video

Introduction to Criminal Justice, Vol. 4, program 1, Racial Profiling



Student Activity 3

NIJ Video

What Works—Research and the Police



Student Activity 4

FHH® Video

House of Fear: Domestic Violence



Print Resources

Test Bank Questions

See questions referenced in the **Instructor's Resource Manual**.

Also available in **ExamView®** electronic format which can be customized to fit your needs.

Study Guide

Chapter 4

Multiple-Choice 1–20

True/False 1–10

Fill-in-Blank 1–9

Essay 1–2

Multiple-Choice 21–39

True/False 11–18

Fill-in-Blank 10–16

Essay 3

Multiple-Choice 40–42

True/False 19–22

Fill-in-Blank 17–18

Essay 4

Multiple-Choice 43–45

True/False 23–25

Fill-in-Blank 19–20

Essay 5

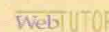
Media & Internet Resources

Web Site

Online Chapter 4 and Web links at <http://www.cj.wadsworth.com/gainescore2e>



WebTutor™ Chapter 4



Online course management system for WebCT and Blackboard

Multimedia Manager for

Criminal Justice 2004: A Microsoft® PowerPoint® Link Tool



Lecture media tool with images

Introduction to CJ 2003:

A Microsoft® PowerPoint®

Presentation Tool 4.1–4.12



Careers in Criminal Justice

2.0 CD-ROM

Career Rolodex



Introduction to CJ 2003:

A Microsoft® PowerPoint®

Presentation Tool 4.13–4.23



Careers in Criminal Justice

2.0 CD-ROM

Video Profiles of Charlotte East, Senior Deputy Sheriff; Joycelyn Barnes, DEA Special Agent Recruiter; Maria, IRS Agent; David Fast, US Postal Inspector; Irene Holth, INS, Deportation Officer; Keith Ray, National Park Service, Park Ranger; and Thomas Riley, U.S. Fish & Wildlife Services



InfoTrac® College Edition

"Criminal Profiling"

Keywords: FBI, DEA



Introduction to CJ 2003:

A Microsoft® PowerPoint®

Presentation Tool 4.24–4.25



InfoTrac® College Edition

"Federal Crime Policy," "Focus on Crime Prevention"



Careers in Criminal Justice

2.0 CD-ROM

Video Profile of Gary Lorin, Police Officer



Introduction to CJ 2003:

A Microsoft® PowerPoint®

Presentation Tool 4.29–4.31



InfoTrac® College Edition

Keyword: police and domestic violence



Chapter 5: Police: Organization and Strategies

Chapter Outline

Chapter Resources

Below is an abbreviated outline of key chapter topics referenced in this guide.

Police Organization

- *The Structure of the Police Department*
- *Striving for Efficiency*

Police on Patrol: The Backbone of the Department

- *The Purpose of Patrol*
- *Patrol Activities*
- *Methods of Patrol*
- *Preventive Patrol and the Kansas City Experiment*

Police Investigations: The Crime Scene and Beyond

- *The Detection Function*
- *The Preliminary Investigation*
- *The Follow-Up Investigation*
- *Aggressive Investigation Strategies*

The Globalization of Law Enforcement

- *Jurisdiction Outside the United States*
- *Cooperation and Extradition*

Refocusing on the Community

- *Community Policing*
- *Problem-Solving Policing*
- *Broken Windows: Popularizing Community Policing*

Criminal Justice in Action—The DNA Revolution

Ideas for Instruction

See the **Instructor's Resource Manual** for further detail on the Student Activities referenced below.

See **Introduction to Criminal Justice 2003 Transparency Acetates** for acetates referenced below.

Student Activity 1

Student Activity 2

NIJ Video
Neighborhood Safety



Student Activity 3

FFH® Video
Crime Fighting in the 21st Century



Student Activities 4–5

CNN® Today Video
Criminology, Vol. 2, program 16, Community Policing



Student Activity 6

Print Resources

Test Bank Questions

See questions referenced in the **Instructor's Resource Manual**.

Also available in **ExamView®** electronic format which can be customized to fit your needs.

Study Guide

Chapter 5

Multiple-Choice 1–10
True/False 1–6
Fill-in-Blank 1–4
Essay 1

Multiple-Choice 11–20
True/False 7–12
Fill-in-Blank 5–9
Essay 2

Multiple-Choice 21–28
True/False 13–16
Fill-in-Blank 10–14
Essay 3

Multiple-Choice 29–40
True/False 17–22
Fill-in-Blank 15–18
Essay 4

Multiple-Choice 41–45
True/False 23–25
Fill-in-Blank 19–20
Essay 5

Media & Internet Resources

Web Site

Online Chapter 5 and Web links at <http://www.cj.wadsworth.com/gaiaescore2e>

WebTutor™ Chapter 5

Online course management system for WebCT and Blackboard

Multimedia Manager for Criminal Justice 2004: A Microsoft® PowerPoint® Link Tool
Lecture media tool with images

Introduction to CJ 2003: A Microsoft® PowerPoint® Presentation Tool 5.2, 5.4–5.5, 5.10

InfoTrac® College Edition
“Citizen Complaints”
Keyword: police response time

Introduction to CJ 2003: A Microsoft® PowerPoint® Presentation Tool 5.6–5.9

Introduction to CJ 2003: A Microsoft® PowerPoint® Presentation Tool 5.11–5.16

InfoTrac® College Edition
Keyword: police and investigations

InfoTrac® College Edition
Keywords: extradition, Ira Einhorn

Introduction to CJ 2003: A Microsoft® PowerPoint® Presentation Tool 5.18–5.25, 5.27

InfoTrac® College Edition
“Lasting Impact—Women and Fear of Crime”
Keywords: crime mapping, community policing, problem-solving policing, broken windows theory, crime and hot spots

Introduction to CJ 2003: A Microsoft® PowerPoint® Presentation Tool 5.28

InfoTrac® College Edition
Keywords: crime and DNA, CODIS